PEACE CORPS Volunteer

OCTOBER, 1963
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School Project Attracts Former Volunteers

Nine former Volunteers began new jobs in September as teachers in a high school in a disadvantaged area of Washington, D.C. They are working in a project to revitalize subject matter and teaching methods for children of a crowded, nearly all-Negro district.

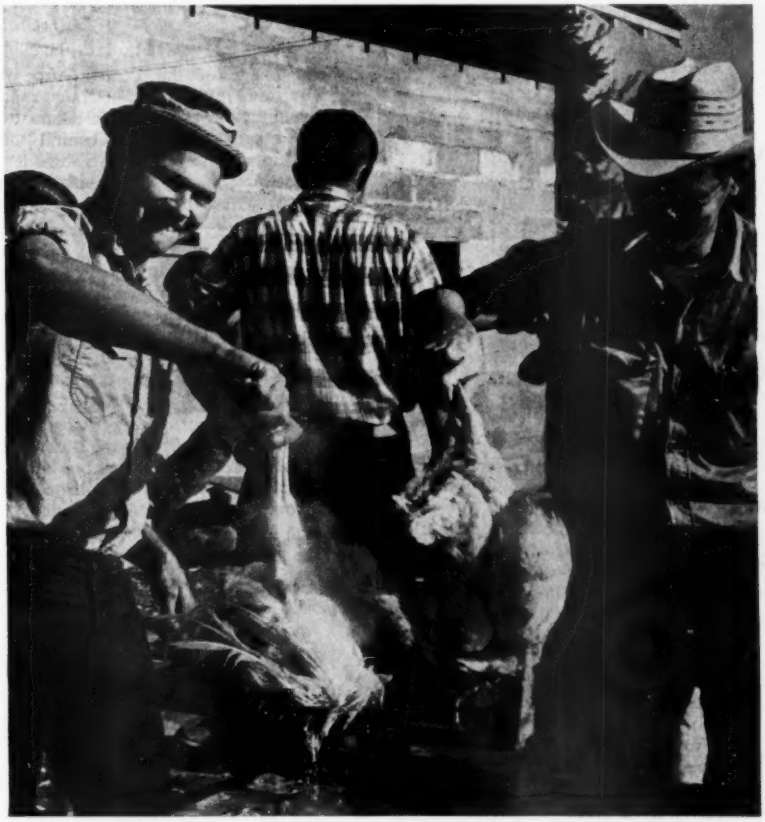
The Peace Corps veterans—seven of whom served in the Philippines, one in Turkey, and one in Pakistan—are teaching at Cardozo High School, which has an enrollment of 1900. They handle 24 regular classes, comprising 800 students.

Some of the problems the Pilot Project in Urban Teaching will attack are the high dropout rates in schools like Cardozo, low motivation of students, many of whom face an uncertain job future, and a curriculum that fails to meet their needs.

The ex-Volunteers will have wide latitude in experimentation with materials and techniques, according to Bennetta B. Washington, principal of Cardozo and director of the project. As "interns," the former Volunteers will be guided by "master" teachers of extensive experience in the field. In addition to participating in education seminars at the school, the interns will be able to work toward master's degrees in teaching arts from Howard University in Washington.

The project is financed by the Presi-

(Continued on page 9)



NEW MEXICO TRAINING Hot dip is a prelude to chicken-picking exercise, part of the routine at University of New Mexico field site near Taos, where trainees study community development for Latin American assignments. Trainees learn—among other things—rudiments of chicken-raising, part of which is culling and killing of inferior birds. For more pictures of training program, turn to page 6.

Bi-Partisan U.S. Support Continues

The Peace Corps continues to have bipartisan support from prominent Americans.

Gov. Nelson Rockefeller of New York, in answer to a reporter's question after a speech at Huntington, W. Va., said "The Peace Corps has been the outstanding achievement of the Kennedy adminis-

(Continued on page 4)

Graduate-Study Tests Set

Peace Corps Volunteers considering graduate study on their return to the United States should recognize that graduate and professional institutions generally require applicants to take an admission test. Each Volunteer should find out well in advance of his proposed entrance date which, if any, test is required.

Among the tests which may be required are the Admission Test for Graduate Study in Business, the Graduate Record Examinations, the Law School Admission Test, and the Medical College Admission Test. The first three are administered by the Educational Testing Service, Princeton, N.J., and the last is administered by the Psychological Corp., 304 E. 45th St., New York 17, N.Y. Interested Volunteers should request application forms from the appropriate agency at the earliest date possible.

Testing centers for these examinations

(Continued on page 19)

Here's How They See It Now

As the first Volunteers came home at the end of their Peace Corps service, newspapers over the United States asked them what being in the Peace Corps was really like. Here are excerpts from recent interviews with returning Volunteers.

DOUG DARLING

Tulsa, Okla.; *Philippines*

"When I went into the Peace Corps," Doug said, "there was lots of publicity about the challenge to work for mankind and a better world.

"Some of the volunteers thought they would bring about a great change for the better wherever they went. I didn't. But I was very idealistic, even after we'd completed training.

"No one expected the work we did to take so much time. We got to our village, and found the people didn't care. Americans have to go, go, go, but the Filipino has no concept of time. He wants to do things next week, and next week never comes.

"Then you get discouraged. You wonder: Why am I here, 11,000 miles from home, when I could be back in the states making money?

"But after about six months in the field, you become realistic. You become aware of the people and their culture, and you learn why they are the way they are.

"As I look back, I realize the Peace Corps is a wonderful thing. It is creating a new image of the American abroad, and we do need a new image. Historically, the American is a military man or a diplomat. He lives in a 'little America.'

"The Peace Corps volunteer moves into the back country and plays it cool. He gets to know the people and sets up a little household. It's never been done before.

"The real good of the Peace Corps is not so much making great changes toward progress, but in strides toward . . . well, call it diplomacy. It is a wonderful vehicle for winning new friends, and keeping the friends we already have.

"The Peace Corps does accomplish projects with tangible results, but the job takes a secondary place. The first job is to know and like the people. If you want a road built, you can assign someone to take equipment in and build it and get it done more efficiently than the Peace Corps. But the assignment to do a specific job, then leave, puts you outside the culture. * * * "

Peace Corps duty was no lark, he said.

"The image of the Peace Corps is glorious and glamorous," Doug said. "The volunteer is portrayed in silhouette against a sun going down behind the palms. He has a shovel over his shoulder, a child at his feet, and he is looking onward and upward."

The image is hard to equate with practice. Doug's first meal in the "boondocks" at his duty post was fish head soup, with rice. His village of 1,500 had no flush toilets, and only 63 facilities comparable to the American outhouse. There was no electricity and no refrigeration. "Coca Cola was everywhere. I learned to drink it hot," Doug said.

There was no beef, pork perhaps twice a week, and fish the rest of the time. For housing, there was a bamboo structure on stilts which was demolished by a typhoon. There was no recreation.

It isn't easy, Doug said, but the job can't be done any other way.

Tulsa *Tribune*

HOPE GOULD

Jersey City, N.J.; *Philippines*

The living hardships of the Peace Corps have been over-emphasized, she said. It is having always to act as a model American that is exhausting, she added.

"We had to be very careful not to offend people inadvertently," she said. "Getting used to a change in standard of living physically was easy compared to learning the ins and outs of social customs. It was just like living in a goldfish bowl."

On one hand, she said, "The Filipinos are really too pro-American; almost a blind worship of anything American. They see America as what it is in the movies—the beautiful kitchens, for instance. They think all Americans have them.

"While not tearing down our country, we found ourselves trying to describe it all the time in realistic terms."

San Francisco *Chronicle*

JERRY PARSONS

Albany, N.Y.; *Tanganyika*

An Albany Peace Corpsman, once called the Negro bwana by Tanganyikan children, found the Tanganyikan people "extremely friendly, over-polite—and terribly clean and neat."

Jerry Parsons, 26, of 300 Clinton Avenue, home after 21 months' work in the tiny African nation, remembers his first day there:

"I was having a drink in a bar with my Peace Corps partner who was white and no one would talk to me," he recalled.

"I finally broke down and asked why I was being snubbed. I found that they thought I was of the Wachanga tribe, known for its wealth, superior education and snobbery. These people had never seen a black American.

"I was an overnight sensation. When I was riding one time out in the middle of nowhere some kids popped out of the bushes, pointed at me and said: 'There he is, the Negro bwana.'

"It was like being Elvis Presley where everyone knew me without my knowing them.

"The people tried to entice me to stay and offered me a wife and a farm."

Mr. Parsons was originally sent to Tanganyika as a surveyor but found himself doing a great deal more.

"In fact, I did nearly everything in the engineering field except surveying. I did drafting, led the construction of roads, and so on."

Mr. Parsons said that the Americans are held in high regard by Tanganyikans as opposed to Europeans.

"They think Americans are God's gift to the world because they're so different from the Europeans. The Americans are friendlier, not as conservative as the British and are willing to work and mix with the native people.

"The American tourist, however, is a different story. He is the 'ugly American,' although he probably seems more offensive to us than he is to the Tanganyikans.

"The Peace Corps introduced another side of America."

Albany *Times-Union*

West Chester **Local News**

RAY SPRIGGS

West Chester, Pa.; *Ghana*

"It was wonderful in Ghana. It's summer all the time, with the temperature ranging from 60 or 70 degrees. Unlike America, there is little hustle and bustle and no racial discrimination. People seem to have a greater respect for each other there. They care less about money too, and don't have that yours-and-mine attitude about possessions. They also value friendship much more.

"People think nothing about dropping in to visit a friend. They come just to sit in silence, for instance, to listen to music, to read or to talk, if talk is called for. In America, people feel uncomfortable if they don't talk about something when they visit a friend. In Ghana, I made what I'd call eight really close friends. Ghanians just like to visit and relax. They do not like to be alone," he observed.

For a year and 10 months, Spriggs was an instructor of English, English literature, economics and logic at Fijai Secondary School in a village which was part of Africa's old Gold Coast.

Commenting on the experience, Spriggs emphasized, "I'll tell you this for sure. I know that at least 50 Americans will return to the United States with a greater understanding of Africa.

"Africa is definitely not the ludicrous, distorted and erroneous picture the comic strip Jungle Jim or Hollywood Tarzan films have created in the minds of far too many Americans. Such a false picture is a disgrace to the American public and hinders this country's relations with Africa.

"The Peace Corps workers have demonstrated to Ghanians that the Western world is not a duplicate of the effects brought about by colonialization and Great Britain's influence."

Spriggs noted that Western Africans in general and Fijai students in particular, minced no words in discussing and asking probing questions about "racial discrimination, bias and bigotry" in America.

"It seemed strange to live in a country without a trace of disturbance and then have someone show you headlines and pictures in a foreign newspaper about troubles back home. In one newspaper there was a headline: 'America the Beautiful.' Below it was a picture of a woman taking a child to school with a baseball bat in her hand. Another picture showed a Negro woman on the ground with a policeman's knee in her stomach.

"And yet Ghanians want to visit America," Spriggs said.

West Chester *Local News*

BRUCE LANE

Austin, Tex.; *Colombia*

"It [the Peace Corps] sounds beautiful in theory," said Lane, but "there are some real problems involved." He said the Corps has been successful, but only with qualifications.

The people have been responsive on the whole, Lane said, but "these people just aren't accustomed to democratic life." Too often they've been bossed around by political figures and priests. Now that they are ready for self-government in a democratic manner, these same bosses have shown reluctance to accept it, he said.

"If the government of the country isn't behind it," said Lane, "the peasants probably won't have any way of carrying it through . . . the Peace Corps is sort of hung up in the air."

"I got awfully tired of it," Lane admits, "but I think it's definitely worth it."

Lane cited two areas in the Corps' operation which he feels need close analysis.

Coordination between the Peace Corps and other US agencies—AID, which supplies foreign aid funds and equipment, and United States Information Agency, the government propaganda outlet—is "very poor," Lane said.

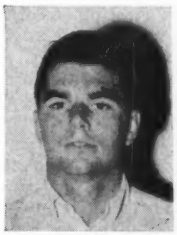
"To me the Peace Corps is just one part of the whole overseas operation of the US," Lane said. If the different agencies cross each other, he said, it defeats our purpose.

The second aspect of the Corps' problem, according to Lane, is a lack of planning ahead. The time has come for an evaluation of the Corps' long-range operations, Lane declared. The Corps has been working hard trying to bring democracy to these people, but "what do they do when they are ready for democracy?"

Too often the Corps gets bogged down in local problems—"working too hard trying to do too many things," Lane said—and loses sight of the overall picture.

"I think it (the Corps) has helped," said Lane, "but it could be a lot better."

Austin *American-Statesman*



JIM PUCCETTI

San Francisco; *Colombia*

"We went out there idealists, we're coming home realists."

The assignment handed to Puccetti and his fellow volunteers was wrapped up in the misleading simple two words: community development. In a nation and a continent where individualism and initiative have been punished and corrupted for five centuries, the prospect of a community acting to help itself is something less than hopeful.

"But after nine weeks of training at Rutgers and another six weeks in Bogota," Puccetti says, "we went out to the job feeling that we could walk right in and change everything.

"Well, we were wrong. Changing attitudes like those we found will take a long, long time.

"Getting a well dug," Puccetti says, "is easy by comparison with getting a community to express its NEED for a well—or a school, or a bridge, or anything else.

"We didn't do it by bringing the people up to our level," Puccetti says, "or by lowering ourselves to their level. It had nothing to do with levels. It was simply a matter of plain, personal contact that made the difference.

"It changes you," Puccetti says. "Before the Peace Corps came along I was going to San Francisco State College studying business and management. My friends were going into real estate or teaching.

"But when the Corps came along . . . well, I could never go back to a life like that. I see things differently. I'm different. The world is different."

Newspaper Enterprise Assn.

Another Opinion

Peace Corps Has 'Useful' By-Products

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When the American Peace Corps was being set up most of the discussion was about the contribution it would or would not make to the countries in which it worked. Much less was heard about the contribution which its members could make to American life when they returned, although this has been very much in the minds of its originators. In the past few weeks the first batch of "veterans", as they are inevitably called, have been returning home. To the surprise of those who used to scoff at them as woolly-minded "do-gooders" and "draft-dodgers", or who feared that they would be branded as such by employers, they are finding the labour market clamouring for their services. Big corporations are impressed not only by their experience of foreign countries but, as one tycoon put it, by their "ability to take on tough jobs under extremely difficult conditions". Government agencies also want them. So do universities, trade unions, and, of course, voluntary organizations.

This must be gratifying to those who had hoped that one of the most useful by-products of the corps would be the knowledge and experience which it brought home. If the early signs are confirmed it is now well placed to supply the United States with a steady stream of people possessing a much more intimate knowledge of life in less developed countries than has been generally available in the past.

False romanticism has been eschewed, and the original aims have been held to. Only about ten per cent of applicants are admitted, and of these nearly a quarter fall out during training. Volunteers live roughly at the level of those they have been trying to help, and have frequently achieved a remarkable degree of personal contact with them. Many of their stories could have come straight from THE UGLY AMERICAN, in which the hero revolutionizes the irrigation methods of Asian peasants by showing them how to make a primitive pump. There have been mistakes, failures and six deaths but the figures keep rising. There are now nearly 5,000 volunteers working abroad, and by January there will be 9,000 in forty-seven countries. Only one surprise (which is not really surprising) remains. Many of the returning "veterans" are spurning the offers of big business in favour of teaching, study, or Government service. It will be interesting to see whether it becomes a habit of these now ambassadors to reject the conventional rewards of their own country.

Billy Graham: Peace Corps 'a Tremendous Idea'

The following message was received by the Peace Corps on the eve of its second anniversary, Sept. 22—the date in 1961 when President Kennedy signed the legislation creating the Peace Corps.

By Billy Graham

The Peace Corps is an imaginative and constructive concept. I have encountered a number of Corps members in my travels, and I believe they are doing a superb job in humanitarian service. It is significant that such a large amount of American manpower is being used not in military operations, but in creating good will and in rendering helpful service around the world.

I happen to have been with the President when the Peace Corps was being formulated. When he asked me what I thought of it, I told him that I thought it was a tremendous idea. I still think so. The fact that it has grown from a few hundred to several thousand members indicates that American young people will still respond to a great challenge.

One fault of our youth today arises because the dare, the challenge has been sapped out of much of modern society. Youth has always needed a cause to serve, a song to sing, and a flag to wave. In my estimation, the Peace Corps does much more than achieve a great deal of good throughout the world. It fills a need in the lives of many of our young men and women who are serving in this compassionate cause.

Not only do Peace Corps members have an opportunity to relieve some of the suffering, poverty, and ignorance in the world, but by their example and their understanding they can do much to erase the "ugly American" image which somehow has been left in certain areas of the world.

I have been delighted to learn of the careful organization of the Peace Corps and of the freedom which the individual members have in fulfilling their own dreams and visions.

May God use our Peace Corps and make these men and women to be modern missionaries of freedom to the underdeveloped areas of the world.

Peace Corps Support Continues

(Continued from page 1)

tration. It is a symbol abroad of the heart and conscience of America."

Sen. Barry Goldwater of Arizona told *U. S. News & World Report*, in a copyrighted interview Sept. 2, "I would rather see this foreign-economic-aid money channeled into technical assistance and the Peace Corps concept, because I think this is going to prove desirable. I've always had faith in it."

2 Peace Corps Officials Return to Former Fields

Two high Peace Corps officials have resigned to return to fields from which Sargent Shriver had lured them two years ago. William F. Haddad, Associate Director for Planning and Evaluation, is now directing a three-man reporting team for the New York *Herald Tribune*. Samuel D. Proctor, Associate Director for Peace Corps Volunteers, has returned to the presidency of North Carolina Agricultural & Technical College, Greensboro.

Haddad joined the Peace Corps in March, 1961. He helped to establish the Peace Corps training camps in Puerto Rico, the talent search for staff members, and the educational television project for Colombia. He organized the 1962 Middle-Manpower Conference of 43 countries in Puerto Rico and served as its secretary-general. Out of this conference have come the activities of more than a dozen countries to set up national corps for service at home or abroad.

Haddad had previous newspaper experience as a reporter for the New York *Post*, where in three years he won the Heywood Broun Award, the New York Newspaper Guild's Page One Award (twice), the George Polk Memorial Award (twice), and the Newspaper Reporters Assn. Gold Typewriter Award and also its Byline Award.

William F. Haddad

Samuel D. Proctor

Proctor served 13 months as Peace Corps Representative in Nigeria. In becoming Associate Director for Peace Corps Volunteers last January, he assumed responsibility for all Peace Corps selection, training, and Volunteer support.

He served as dean of the seminary, vice president, then president of Richmond's Virginia Union University, his alma mater. He holds a doctorate in theology from Boston University.

He was named by *Ebony* magazine as one of the 100 most prominent Negroes in the country.

Brazil Volunteers Fight Forest Fires

A dozen Volunteers and two Peace Corps physicians in Brazil joined disaster-aid teams in the southern state of Paraná in September as widespread forest fires killed more than 100 persons, injured hundreds more, and left tens of thousands homeless.

Volunteers worked at medical stations and emergency feeding stations, helped to establish fire lines and check fires, and assisted in building temporary housing.

Bond Program For Volunteers

A U.S. Savings Bond program enabling Volunteers to allot portions of their termination allowances for the purchase of bonds during Peace Corps service has gone into effect under a recent agreement between the Peace Corps and the U.S. Treasury.

Volunteers receive at the end of Peace Corps assignments $75 for each month of satisfactory service. They now may elect to put a portion of this money—as it accumulates—into savings bonds.

Volunteers interested in details should consult Peace Corps Representatives.

Peru, Cameroon Give Thanks To Volunteers

Volunteers in Peru and Cameroon have recently been honored for their work.

High in the Peruvian Andes, 45 Volunteers in the city of Arequipa were presented with that community's Silver Medal, in ceremonies attended by Fernando Belaúnde Terry, president of Peru, who read the citation.

Volunteers were awarded the medal in recognition of their work in squatter settlements of the city. In addition, Volunteers were also thanked for their contributions to the planning and guidance of construction of the new civic center of Arequipa, the first of its kind in the city.

Arequipa Volunteers arrived at their assignment in September, 1962, and were met by Communist taunts and by signs reading "Death to the Yankees."

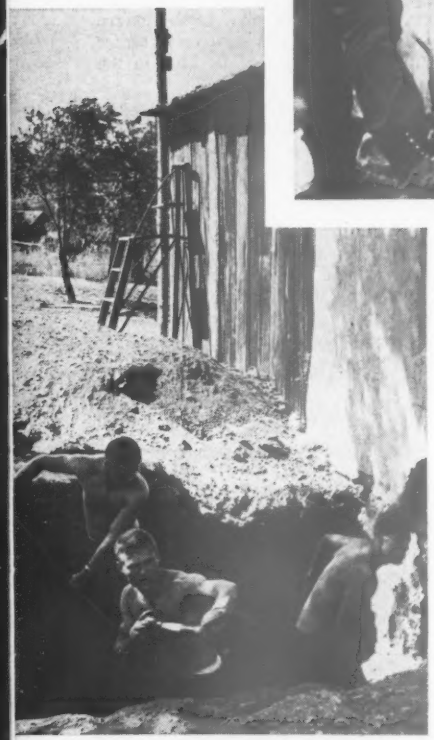
In the West African Republic of Cameroon, a note from the Ministry of Foreign Affairs to the U.S. Embassy in Yaounde has expressed the thanks of the government "for the excellent work performed by the Peace Corps in West Cameroon in the fields of education, public health, and technology."

Assigned to secondary schools and colleges of the English-speaking portion of the country, 39 Volunteers have been working in West Cameroon since September, 1962.

HAMMER AND PUNCH work for this student of Volunteer Richard Coger of Pineland, S.C., who teaches metalwork in a school at Belize, British Honduras. Richard doubles as a baseball coach.

Recruits prepare breakfast on four-day wilderness trek

Cistern is hollowed out by trainees for Taos farmer



Southwest Proving Ground

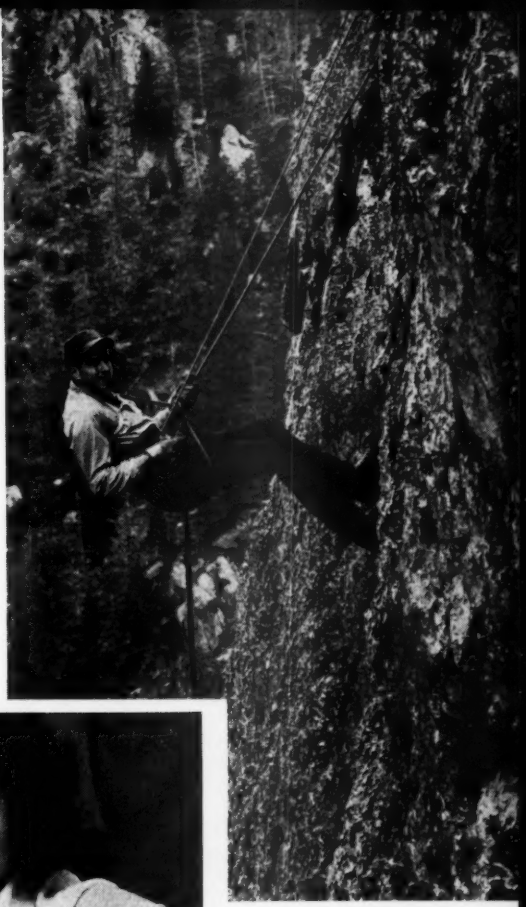
In New Mexico's rugged countryside, Peace Corps trainees for Latin American community development projects undergo 13 weeks of preparation ranging from language and other academic instruction to activities pictured here. After four weeks at the University of New Mexico campus at Albuquerque, where concentrated language training, instruction in technical skills and 'Outward Bound' physical training are offered, recruits go to a field site at the D. H. Lawrence Ranch near Taos, in the majestic Sangre de Cristo Range in the north of the state. There, with conditions remarkably close to those they will encounter in Latin America, trainees work in small Spanish-American communities with actual development projects. Since February of this year, when the combined academic and physical training was instituted at New Mexico, some 600 Volunteers have graduated from the program and gone to overseas assignments. Currently training are groups destined for Brazil, Colombia, Ecuador and Honduras. Included on the New Mexico training staff are five former Volunteers from the first Colombia project: John Arango (Loudonville, N.Y.), Dennis Grubb (Westport, Conn.), Michael Lanigan (Washington, D.C.), Lyle Smith (Grain Valley, Mo.) and Bradford Whipple (Dorchester, Mass.).

—Peace Corps photos by Paul Conklin

'Drown-proofing' makes recruits unsinkable

Trainees help farmer add room to house, using adobe bricks

Student driver learns mysteries of four-wheel drive



Rappelling down vertical cliff gives recruit unimpeded view

At well-baby clinic, recruit tends mother and child

Porch roof goes up with recruit aid at Taos parochial school

New rider tries techniques during horsemanship training

Returning Volunteers Urged to Be Active In Educating Americans on Foreign Relations

By Samuel P. Hayes

Samuel P. Hayes (Ph.D., Yale, 1934) has served as teacher and as market researcher. He has held various U.S. government positions in Washington, Algiers, London, Scandinavia, and Indonesia. As a professor of economics, he was director of the Center for Research on Economic Development at the University of Michigan. He is the author of *An International Peace Corps*. Since last year, he has been president of the Foreign Policy Assn., a national organization concerned with world-affairs education. The Foreign Policy Assn. is at 345 E. 46th St., New York 17, N.Y.

No one needs to tell a Peace Corps Volunteer that the foreign relations of the United States are of critical importance to our security and progress; or that public opinion sets the limits and the character of decision-making on national policy; or that many Americans are apathetic about foreign affairs, are poorly informed or even misinformed, and are still to some extent isolationist, solving their frustrations in this complex area by turning their backs, or trying to.

A tremendous educational job needs to be done, to upgrade levels of information and understanding, to modify attitudes, even to change people's overt behavior; for education in world affairs is a failure if it does not influence behavior. We need more men and women active in politics, voting more intelligently, stating their views more forcefully, devoting more time to study of foreign affairs, receiving foreign visitors more intelligently, and behaving more admirably when they go abroad for business, for pleasure, or for study.

This educational campaign can use the best skill and whatever energy a Peace Corps Volunteer can offer, whether he works at it full time or only as a sideline.

What can a returning Peace Corps Volunteer do?

• He might take one of a few paid jobs around the country in this work. Most of them are in cities where there is a World Affairs Council, or a university extension service, or a regional office of the Foreign Policy Assn., or some other organization working professionally in world-affairs education. Such jobs involve contact with all groups in the community, stimulating them to activity in world-affairs programs, smoothing over differences, mobilizing the community's resources for major events, and so on. Volunteers who have worked in community development abroad will find that this sort of work in the U.S. can be just as demanding. It has its own satisfactions, and it also may lead to other jobs. How better to start in politics, for example, than through bringing local organizations together to engage in a world-affairs education program?

• He might join the New York or Washington staff of a national organization concerned with world-affairs education. FPA is the largest such organization, having about 70 employees. There are a few other national organizations primarily concerned with foreign policy, as well as a number which, although not primarily so concerned, do have a department or small staff devoted to international relations.

FPA, like other organizations in this field, is always looking for good new staff. It needs vigorous, imaginative, dedicated workers having a lively understanding of foreign lands and international relations, and having an ability and interest in working with local organizations to plan, arrange, and carry out programs of education in foreign policy.

But whatever job a returning Volunteer may take to earn a living, there are many opportunities for civic leadership which Peace Corps experience will surely enhance.

He can become active in one of the 35 World Affairs Councils or similar organizations in major cities around the country, or become active in one of the national organizations with an international program, like the American Assn. for the United Nations, Junior Chambers of Commerce, and various church groups. He can find in FPA's Annual Program Handbook, published each fall, dozens of suggestions for ways to become involved.

He can become active in an informal discussion group in the annual, eight-week "Great Decisions" program, sponsored by FPA.

If a Volunteer can find no interesting group to join, he can organize one. In the "Great Decisions" program, all he has to do is invite a group of friends to meet regularly for eight weeks during February and March, using FPA discussion materials. This program needs no trained discussion leader. But the better the leadership, the better the discussion.

A Volunteer can go even further and play a community-wide role as an organizer and leader in world-affairs educational activities for any of several organizations. All depend on voluntary workers to make them succeed. Needless to say, the educational activities of FPA and other private agencies are entirely supported by private funds and controlled by private citizens.

Before making a decision, the returned Volunteer will want to think about what kind of educational activity can be effective with adults. His experience overseas has probably reinforced the general principle that passive learning—absorbing somebody else's writing or speaking—is only a minimal kind of learning experience. Active learning brings much greater dividends. This is why FPA, for example, specializes in group-discussion programs. Mainly, these take the form of informal discussions in people's houses, using specially prepared, inexpensive materials which do not require a trained discussion leader.

More important than working with persons habitually concerned with world affairs (who number only some tens of thousands) is the stimulating and the educating of millions of persons who must become reasonably informed about foreign affairs if a mature public opinion is to develop. How can one reach the "nonhabituals" and capture their interest?

Many of them already belong to some organization and can be reached by any program their organization puts on. FPA has, for example, developed co-operative educational programs with hundreds of organizations which include "nonhabituals" in their memberships. Thus, FPA works with local chapters of the American Assn. of University Women, Junior Chambers of Commerce, church groups, labor unions, companies, and so on—in fact, with any group held together by a common interest or background, if it can be attracted into an active discussion of foreign policy.

This is grass-roots diplomacy in action. Nationally designed programs must be adapted to local needs, and at the same time local groups must be made aware of the availability and pertinence of nationally designed programs. Local groups with different objectives must be brought together for community-wide programs, smoothing over local differences in order to serve common objectives. The political and social and financial leadership of the community must be interested, and extremists of right and of left must be warded off.

All in all, this is an exciting educational activity which can be carried on in some way anywhere in the U.S. It presents a real need and opportunity for returning Peace Corps Volunteers. Come on in, the water's fine!

VISITING FIREMAN is Volunteer Kurt Nygren (Hebron, Conn.), elected a member of Babahoyo, Ecuador, fire department. Nygren helped revise alarm system, set up first-aid course for firemen. He stands watch, answers alarms in addition to his regular work at Agricultural Extension Agency. Chosen first assistant to the fire chief, here he displays his uniform.

School Project

(Continued from page 1)

dent's Committee on Juvenile Delinquency. Each intern-teacher is receiving $4500 for the year.

Coming to the project from the Philippines, where they served as co-teachers in elementary and high schools, are Dirk Ballendorf (Philadelphia), Brenda Brown (Baltimore), Judy Cridler (Grand Rapids, Mich.), Dick Lewis (Birmingham, Ala.), Tom Wilson (North Scituate, R. I.), Carolyn Wylie (Merriam, Kans.), and Duncan Yaggy (Phoenix, Md.).

Serving in Turkey as a high-school English teacher was Carolyn Holm, of Santa Barbara, Calif. Freeman McKindra (Springfield, Ark.), was assigned to West Pakistan as a zoology teacher.

The 10th intern in the Cardozo project is Esther Shull, an Oberlin College graduate who was a volunteer worker in Berlin with the American Friends Service Committee.

Recipes Wanted

A recipe-collecting Volunteer in East Africa wants to know what problems Volunteers around the world are having with food preparation.

Thom Ris (Denver, Col.), a teacher in Somalia, wants Volunteers to send him recipes they have adapted to use local foods. He promises to share findings with Volunteers unhappy with their diets. Address him c/o American Embassy, Mogadishu, Somali Republic.

East African Countries at Work Setting Up Service Corps Units

A tour of East Africa by staff members of the International Peace Corps Secretariat has revealed activity in forming domestic-service organizations like the Peace Corps.

The IPCS team, consisting of three Americans, an Israeli, and a German, found:

- More than 20 volunteers in training in Tanganyika as the nucleus of that country's organization, called National Service.
- Interest in Northern Rhodesia in forming a service corps; IPCS has subsequently assigned a Briton with volunteer-service experience to assist for six months in the formation of the Northern Rhodesian unit.
- Kenya ready to organize a unit and requesting staff aid from IPCS.

In Dar-es-Salaam, the capital of Tanganyika, the IPCS team found training under way for young men who will be leaders of National Service as it expands. Four Israelis and one Yugoslav, all experienced in group organization or land settlement, are assisting in training.

The National Service volunteers will assist in rural development: schools, roads, irrigation, well-drilling, land settlement, and sanitation. The first volunteer workers are to be selected this fall. Tanganyikan officials have asked IPCS to help in program development.

Another IPCS program moved a step forward when the Organization of American States unanimously approved Argentina's "Teachers for America" plan. The program is a pilot project of an effort through the Alliance for Progress to eliminate illiteracy in Latin America by 1970.

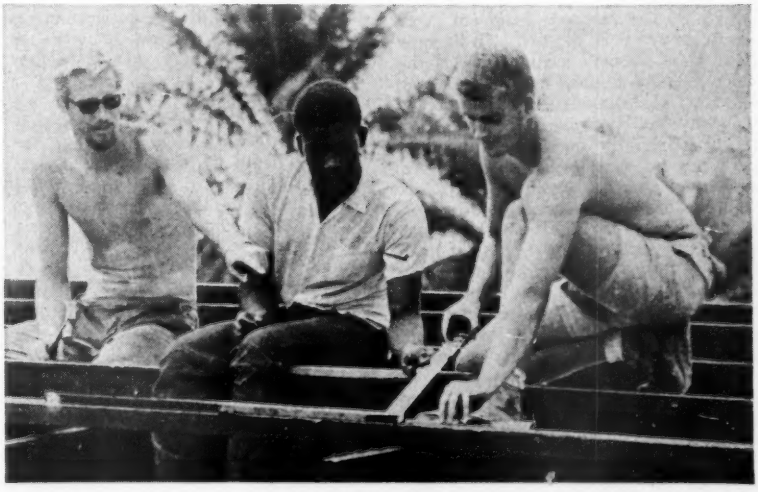
The OAS approval will now put into action Argentina's offer to supply a total of 50 teachers to countries requesting them. The IPCS is to help in the training of these teachers.

Can You Spare Some Old Stamps?

A Volunteer in Peru who wants to organize a stamp club in his community asks help from Volunteers in other lands.

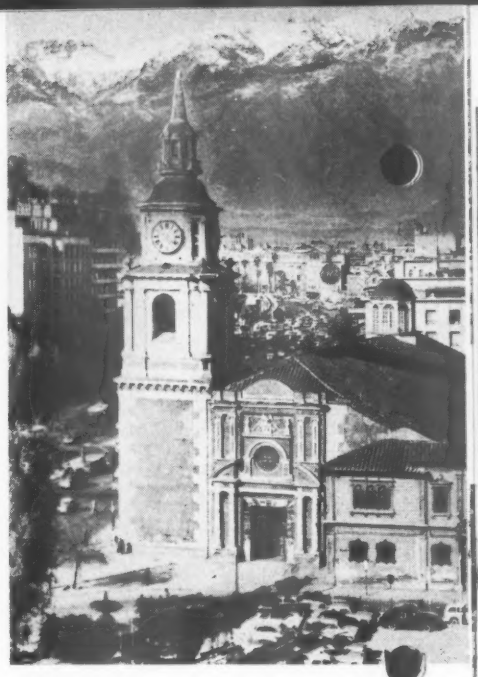
Bruce Ellison (Chicago) hopes that Volunteers around the globe will each send him some two dozen or so cancelled stamps from their host countries. Ellison says he has several thousand Peruvian stamps for trading, and will be glad to send some to anyone who writes.

His address: Peace Corps, Casilla 175, Puno, Peru. Ellison is working in Puno, near Lake Titicaca in the south of the country, with a Peace Corps project helping to organize regional savings-and-loan associations.



RAISING THE ROOF are Volunteers Dale Judkins (left) of Fresno, Cal., and Robert Utne of St. Paul, Minn., as they assist a Gabonese in his country's school-building program. With 80 per cent of school-age population enrolled as students, Gabon—which lies in Africa, on the equator—needs new buildings to replace old mud-and-wattle huts; the 39 Volunteers are working in crews to put up schools while teaching Gabonese the techniques. Another group of school-construction workers will go to Gabon next January. In September, 17 Volunteers took up posts as teachers in secondary schools of the former French territory, independent since 1960.

RECREATION PROGRAM for crippled children at Hospital Deformes in Valparaiso occupies YWCA Volunteers Nancy Gannaway (center) of Lockport, Ill., and Sharon Stone of Northridge, Cal.



SNOWY ANDES tower over Santiago and much of Chile.

Volunteer Jan Knippers of Lawrenceburg, Tenn., received a B.A. degree in commercial art and Spanish from the University of Tennessee, and has worked in radio and television as an artist and musician. She is at present working to fill the audio-visual needs of TECHO, a housing organization, in Santiago, and is editing a newsletter for the Chile Volunteers.

By Jan Knippers

When the first Volunteers arrived in Chile in July, 1961, they were jeered by the Communist press as "a group of American spies" and cheered by the pro-Western press as "a group of American experts." The second judgment was almost as wrong as the first. To be sure there were special technical fields in which each Volunteer had studied and worked, but to the college philosophy major involved in organizing a hog co-op or the psychology major working as a mechanic the word *expert* sounded like something from a cruelty joke. Job definition has been a great problem for the Volunteers in Chile, and they have come to realize that "adaptability" means a great deal more than the capacity to adjust to a new culture. No doubt each Volunteer will return home with a greater diversity of skills and interests than that with which he came.

Chileans say of their country that it is "el país en que la cordillera se moja los pies en el mar" (the country in which the mountains wet their feet in the sea). From the great Ataçama Desert in the north to the massive glaciers in the south, from the majestic snow-capped Andean peaks of the east to the coastal ranges on the west, Chile is a country of incomparable natural beauty and of great diversity in topography and climate.

As most of Chile's 286,396 square miles is unproductive, more than three-quarters of its population of 7,500,000 inhabit the fertile Central Valley. Most of the farmland is in *latifundia*, the large estates owned by a small percentage of the pouplation. The *campesinos* (peasant farmers) either live on and till this land for subsistence wages or own their own small acreages. Owners of small *parcelas* cannot afford modern farm techniques, so production is limited, often to subsistence levels.

This unfortunate situation in rural areas leads to an even more unfortunate situation in urban areas. Large numbers of farm people migrate to cities in search of a better life, but there they find jobs and housing scarce and a population increase of 2.5 per cent per year which hampers their absorption. Consequently more than a million persons are living in belts of misery surrounding Chilean cities. In these *poblaciones callampas*, they are cut off from much of the country's economic, social, and cultural activity. The government, together with various private organizations, has made great strides in recent years toward the relief of this situation. But most of the battle lies ahead.

'My Home—Your Home'

The Chileans are a very friendly and generous people. When they say "mi casa es su casa" (my house is your house), they mean it.

They are a patriotic people, proud of their beautiful landscapes, their cultural heritage, and their democracy, which has proved to be one of the most stable in Latin America. That Chileans are individualistic finds evidence in the fact that there are 14 recognized political parties.

The gaiety of the Chilean people is manifest in their brightly colored *ponchos* (blankets which they wear as wraps) and *huaso* (cowboy) costumes, and their *fiestas*, in which wine, guitar music, and the *cueca*, their national dance, keep them entertained far into the night.

Chileans are idealistic and imaginative, although they have not generally emphasized organizational skills and "get-up-and-go" initiative. The Peace

Chile Facts

Chile is larger in total area than the state of Texas. Its length is 2600 miles, its average width about 120. The peaks of the Andes mark its eastern frontier. The arid deserts of northern Chile (where in some places no rainfall has ever been recorded) contain vast deposits of iron, coal, copper, nitrate, and other minerals. The U.S. is Chile's best customer for copper and nitrate.

For centuries before Columbus discovered America, the Inca Empire dominated the northern part of Chile and Araucanians inhabited the rain forests of the south. The Incan Empire of Chile was invaded in 1536 and was subjugated in 1540 by Pedro de Valdivia, a lieutenant of Francisco Pizarro.

Chile was ruled by governors-general under the Spanish viceroys of Peru until it gained independence in the struggle of 1810-18. It is now a republic. The population is chiefly of Spanish origin, with a small segment of mestizos and Indians. Catholicism is the dominant religion but is not state-supported.

CO-OP MEETING is led by Volunteer Dave Coombs (in glasses), of Delray Beach, Fla. Dave, with first Volunteers to Chile, worked with co-operatives near Chillan, 250 miles from Santiago.

Corps is trying to help overcome these latter problems.

At present there are 53 Volunteers in Chile, scattered over 1800 miles north and south, from Antofagasta, a seaport located in the Atacama Desert, to Ancud, on the island of Chiloé. The Volunteers of the first Volunteer group, who worked exclusively under the Institute of Rural Education, ended their tour of duty here in July. Another group of about 60 arrives this month. The Volunteers of the second and third Chile groups are divided among three Chilean organizations: the Institute of Rural Education (Instituto de Educación Rural), the YWCA (Asociación Cristiana Femenina), and TECHO, a housing agency.

The Institute of Rural Education (IER), a private organization supported by donations and government subsidy, maintains 20 boarding schools (nine for boys and 11 for girls in rural areas throughout the country) and a country-wide community-development program.

Most of the Volunteers live in these boarding school, or *centrales*. Some of the women work as home economists, teachers, nurses—or as all three—in the *centrales*. Evidence of their efforts may appear in the form of more nutritious menus, better economic management, new measures of sanitation (window screens, hot water for dishwashing, etc.), broader knowledge in such matters as first-aid and child care, and greater sensitivity to personal hygiene.

The men are also leaving their marks on the *centrales*. They are improving teaching methods in mechanics, carpentry, agriculture, and animal husbandry. Their work is by no means limited to these boarding schools; Volunteers have also become an integral part of community life.

In Loncoche, a peaceful, rain-soaked town situated in the beautiful lake-and-volcano region, where ox-drawn carts present the only traffic hazard, Jack and Charlotte Reimche (Lodi, Cal.) have become well-known figures. Jack is the "chicken expert," and his coop, incubator, and feeding methods have become models for farmers in the area. Charlotte teaches home economics and plans menus for the *centrales* in Loncoche and nearby Huiscapi.

CHILE

HELPING OUT in housing development are Volunteers Keith Minto (with saw) of Chico, Cal., and Robert McCallum (background) of Santa Cruz, Cal., and a young Chilean helper.

Volunteers also play a major role in various special courses for cooks, home economists, and *delegados* (young people who are selected from the *centrales* for further training to carry on the work of the Institute).

A number of Volunteers are now concentrating their efforts on the community-development program. They serve as regional secretaries with the responsibility of co-ordinating the work of the *delegados* and providing them with working materials and information. The job at hand varies greatly. In Cholchol, for example, where Jim Dungan (Casper, Wyo.) recently completed a road-building project, Laura Chrisman (Thayer, Kan.) is teaching Indian women how to prepare meals of the new "Food for Peace" products from the U.S.

Multi-Purpose Co-ops

A major contribution of IER Volunteers has been in the field of co-operatives. When the first Chile Volunteers arrived, there was not a single "Cooperativa Campesina" (a multipurpose co-op including consumer, credit, and production benefits) in all of Chile. Now, due at least in part to Volunteers' efforts, there are three. The Volunteers have also been responsible for the initiation or successful operation of some 35 smaller rural co-operatives.

Volunteers in the central IER office in Santiago may be credited with the development of a photography laboratory, significant expansion in the Audio-Visual Dept. including the addition of a film-distribution program and effective promotion of "Radio Escuela" (radio school-instruction reaching rural children) and the formation of a co-operatives department.

The 18 Volunteers of the Chile 2 group arrived on July 6, 1962, to begin work with the YWCA. They are the only Peace Corps group thus far to work under contract with this international organization. Their sphere of operations has been limited to Santiago and its seaport, Valparaíso.

The work of the Santiago Volunteers has been concentrated until recently in Población San Gregorio, a housing development of 4000 units, constructed by CORVI, a Chilean government agency.

Seven of the Volunteers are at present living in a building bordering the *población*.

They work with nursery schools, day camps, clubs for mothers, fathers, and adolescents, sports clubs and choral groups, the Boy Scouts, and a "buying club," which may in time become a consumers' co-op.

Keith Minto of Chico, Cal., considers the mere existence of his men's club a forward plunge, for the men meet and work on Sunday, their only free day. Pat Hannah (Sturgis, S.D.) is a physiotherapist. Besides working in one of the clinics in Santiago, she has a nursery school for crippled children. She has had the gratifying experience of seeing a formerly crippled child under her care become the best relay racer in the *población*.

A similar program has recently been launched in a housing development called Lo Franco in Población Paulo Jaraquemada. Initial contacts were made through the showing of films which drew eager rows of spectators.

The Volunteers in Valparaíso are engaged in similar activities to provide education and wholesome recreation for inhabitants of the hillside *poblaciones*. Their work is not limited to this area. Don Boucher (Lawton, Okla.), who trained in YMCA group work at Springfield (Mass.) College, and Gene Johnson (Pasadena, Cal.) recently worked in co-ordination with the Carabineros (policemen) de Chile in a rehabilitation program in the local prison.

TECHO (the Spanish word for *roof*) is a relatively new organization. It developed in 1958 as a movement to provide housing for thousands of *callampa* dwellers and in 1961 received legal status and broadened its activities to include production co-operatives, education, medical services, and general community-development work.

When the Volunteers for the TECHO group arrived last November, we were met with the problem of an organization still in its formative stages and furthermore completely baffled as to what to do with 18 eager newcomers. Thus our enthusiasm was somewhat dampened by a slow start and by necessity of creating our own jobs. The situation for the 10 Volunteers at outlying stations—Antofagasta, Ancud, Valdivia, and Osorno—was still more difficult than for those of us in Santiago, for TECHO in the provinces was virtually dormant.

At this writing, the project is definitely on the upgrade. In the three southern provinces, with the help of grants from the U.S. Agency for International Development, the Volunteers are engaged in the operation, construction, or planning of carpentry shops through which the *pobladores* of organized or forming housing co-ops will be able to reconstruct their houses, damaged by earthquakes and floods, as well as build furniture for their own use and for the market.

Other Co-ops

In sun-parched Antofagasta, Don Richardson (Mountain View, Cal.) is working with a fishing co-op, Tony Picariello (Medford, Mass.) with a *basureros* co-op (a group which lives in the dump and scavenges bones, glass, rags, and scrap-metal for sale to various processing plants), Nelson Black (Santa Rosa, Cal.) with a co-op of tinsmiths, and Marcy Carroll (Princeton, N.J.) with 13 mothers' sewing centers.

There are 11 Volunteers now working with TECHO in Santiago. A large measure of their energy has been exerted in Población La Victoria, where Darwin May (La Canada, Cal.) and Sally Luebben (Belleville, Ill.) set into operation a trousers-making shop in which 52 women are employed. From this beginning, the operation expanded to include a nursery school, first-aid station, and library. Other Volunteers work with the production co-operatives, the *papeleros* (paper-collectors), and mothers' centers.

Minor frustrations have arisen from difficulty in transportation and communication, scarcity of meat, hot water, central heating, the annoyance of stepping into a basket of chickens on tightly-packed city buses or of getting stuck in a Jeep on a muddy road, "chilitis" (the reaction of unaccustomed gringo stomachs to Chilean food), and the *mañana* philosophy of doing things. But these are easily overcome by a good sense of humor.

Real frustrations are brought about by confusion in the work situation, under-utilization of Volunteers, or inability to get a job done.

One veteran Volunteer of the Chile 1 group once told me that the best way to avoid frustration and achieve satisfaction is to "aim low." The statement was made in jest; nevertheless it contains an element of truth. Volunteers who expect monumental changes as the immediate and obvious results of their work are bound to be disillusioned. But if they can find satisfaction in the pride on the face of a girl just completing her first knitted garment; in the plump, rosy cheeks of a child who a few months earlier had seemed at death's door; or in a change of attitude from one of fatalism and dissembling to one of self-help and co-operation, their efforts will not seem in vain.

'Siempre Mas Alta'

Volunteer Lucille Bettis (Philadelphia) has a B.S. in elementary education from Temple University and has studied social psychology at Columbia University. Before entering the Peace Corps, she was teaching in Cheltenham, Pa. She is working in the establishment of day-care centers in the slums of Santiago. Volunteer Lee Bettis (Winter Park, Fla.) received a B.A. from the University of Florida, where he majored in economics. He is at present conducting a survey of TECHO co-operatives. He has formed a shoemaking co-operative.

By Lucille and Lee Bettis

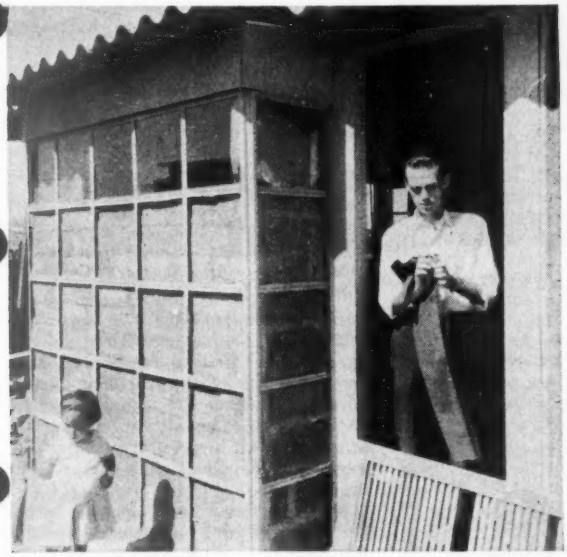
La Victoria is a Santiago suburb housing 30,000 persons. It is part of one network of Santiago suburbs housing 300,000 persons. It is close to the center of Santiago—only 10 minutes away—but the socio-economic distance between city and suburb is nearly infinite.

Settlers have come to La Victoria in the contemporary pattern of migration from country to city. Having little work and social mobility in the country, the people begin to move to cities, first perhaps to small cities like Valdivia before coming to Santiago. Santiago, the capital, represents for them the ultimate in opportunity, but it also represents, of course, the ultimate in competition for jobs and housing.

Since La Victoria was settled under squatters' rights, and most residents pay no rent for their property, the Chilean government has been unable to finance housing construction through a revolving fund. The two- or three-room wooden or adobe shacks usually house two or three adults, six or seven children, at least one dog, a few chickens, and possibly a horse, a donkey, or a goat. Crossing the unpaved streets during the rainy season is like attempting to ford a river. When the rains cease, there is left only the ankle-deep mud with rivers of stagnant green slime.

When Volunteer assignments were given last December, we were asked to help establish a day-care center for children of women employed at a TECHO trouser shop. The site for the nursery had been used as a garbage dump and latrine. I could not completely comprehend how we would ever make

'YANQUI MAMITA' is what sewing women call Darwin May. A graduate in economics, he had to learn trousers tailoring in order to teach.



IN EARLY DAYS, Lucy Bettis's nursery school for children of sewing mothers had few children. Now it has 50 and permanent building.

TROUSERS FACTORY, called Taller La Victoria, now provides work, money, and a "cooperative experience" for more than 50 women.

EXAMINING CHILDREN of nursery school and running first-aid station in La Victoria is the job of Roberta Cooke, who serves as TECHO nurse.

this into a habitable place for babies and children. But the women workers had insisted that they couldn't sew unless there was a place for their children. With the help of Volunteers and residents, we cleaned up the site and built a lean-to of used lumber to protect the children from the elements.

Then came opening day. Our nurse, Bobby Cooke (Meriden, Conn.), was on hand to check the children for illness. Five other Volunteers were there to help in "registering" the children. We expected 50. Three turned up.

This was the first of many perplexing situations we encountered. The nursery was "an urgent need" of the district, and yet when the facilities became available, the mothers ignored them. "Why?" we asked. But gradually, the news of the nursery travelled around and children did begin to come. We now have our enrollment of 50 per day.

Project Took Time

Eventually TECHO erected a permanent building for our day-care center. Two women have been trained to take over the nursery. A feeding program has been established. The building now has a community library, and our nurse now has a small clinic. But, oh! how much of our time went into the development of just this one project.

In retrospect, the physical drawbacks now seem the least of the problems we had to face. Our main problem has been in learning to understand Chilean thinking. Slowly we have learned to work with the uprooted *campesino* in his new role as city dweller. We have directed our efforts toward women since we have found them easier to work with.

Women, relatively unskilled both in sewing and organization, have suddenly been put into the positions of seamstresses and organizers, opening a new world for them and subjecting them to pressures unfamiliar in the past. There has been reaction from those who do not understand the need for shop discipline or a production schedule. And many now hold responsibility as breadwinners for families as large as 10.

Slowly, too, we have learned to operate with our Chilean co-workers, whose backgrounds are more nearly like ours. We have grown accustomed to the presence of fine plans and the absence of a person willing to take responsibility for decisions.

My work with nursery-school children has been secondary. Most of my work has been in educating mothers. A nursery school for children allows mothers to work: this proposition seems obvious to us Americans but it is a baffling and alien concept to many Chilean women.

Other Volunteers have found themselves unwittingly involved in labor problems such as strikes for higher wages and shop disputes. Nevertheless, we all are supposed to carry on our work, be it nursing, accounting, education, or census-taking.

Ours is not the physically rugged, mud-hut type of life. We are denied even the satisfaction of saying that we have not seen a supermarket or a hamburger for the past year. But our frustrations, too, have been many. Most of our work will go unseen since we are laying the basic framework for future community-development work. The initial education of the slum dweller, if we can start it, will be one of our greatest contributions. We shall need continued patience, understanding, and —most of all—confidence in the values of the people with whom we are working.

Days and weeks seem to pass like water through a sieve, and we note little progress; but there are encouraging signs. My Chilean nursery-school director, Angela, summed up her philosophy for me: *Siempre mas alta* (always higher). She is living her philosophy by working seven days a week to pay for her children's education. She is instilling in her children the realization that they can rise through their own efforts. She feels this is her obligation to her children and to Chile. She says: "My family and I deserve no better than we are willing to work to attain." To work beside her is a pleasure.

YWCA WORKERS Ida Chambliss (left) of Roba, Ala., and Susan Brodey of Far Rockaway, N.Y., serve in poor districts around Santiago. Both of them have held recreation jobs in the U.S.

YWCA Assists

Susan Brodey, of Far Rockaway, N.Y., received her B.A. in American literature from Brooklyn College. She is assigned to the YWCA project in Santiago, Chile.

By Susan Brodey

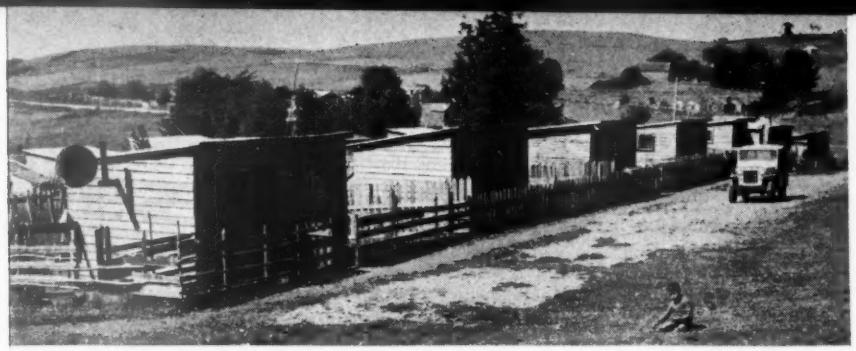
The YWCA is known in Chile as La Asociación Cristiana Femenina. Its precepts have much in common with those of the Peace Corps, but its special purpose is to bring to the women of the countries which it serves a greater understanding of their lives, their country, and the world.

In Chile, the woman is equal before the law; her vote is intensely sought-after; she fills most positions in education, social work, and public welfare. But the majority of women in Chile have no knowledge of their legal rights, their career opportunities, their recourse to social institutions. The life of the average woman of the lower class is one of early marriage, annual childbirth, and drudgery without vacation.

The YWCA works with women in groups. It requested the assistance of Peace Corps Volunteers to enable it to carry on its educational and recreational activities in the government-built, low-income housing projects on the outskirts of Santiago and Valparaíso.

The housing development where we work and live is huge. The inhabitants are largely people transplanted from rural to urban areas; they are undergoing the special problems and pressures of their new environment.

Most Santiago citizens are badly in-



SOUTHERNMOST POST of entire Peace Corps is Ancud; in a suburb called Caracoles, Ed Butler (Upper Montclair, N.J.) and Jerry Foucher (Williamansett) work and live. Home size and grouping are typical of area.

COOKING CLASS for YWCA mothers' club headed by Beverly Boucher (fourth from left) emphasizes increasing nutritional value for family meals. Beverly (Tulsa, Okla.) runs this class in government housing in Valparaiso.

formed about their new neighbors. The "Y" serves the important role of bringing into immediate and meaningful contact the woman of the slums and the woman of better condition, thereby providing education and perspective for one and the challenge of confrontation for the other.

In a tiny, egg-shaped house within the community, Peace Corps Volunteers, along with the "Y" staff and Chilean volunteer workers, have meetings of clubs geared to mothers, fathers, girls, and boys. They also have two nursery schools, a library, and a girls' basketball team.

We Volunteers have found here not the challenge of difficult living and discomfort many of us expected to encounter in Chile. Instead we helped to create a window on a world that perhaps never existed beyond the limits of the garden for a woman and her family.

'Here We Go'

Nelson Black of Santa Rosa, Cal., received his B.A. in political science from the University of California at Berkeley. He is now working with production co-operatives in Antofagasta.

By Nelson Black

Baseball, the brainchild of Abner Doubleday of Cooperstown, N.Y., has come to Antofagasta. Actually this sport has been played in our Chilean desert city for some years now, but Tony Picariello (Medford, Mass.) and I like to feel we have injected new life into the game. Although our assigned work is officially with TECHO, we have found diversion by coaching boys in the rudiments of the grand old sport.

While Antofagasta's .02 inches of rain yearly and temperate climate provide year-round baseball weather, we are short of equipment. We use undersized Japanese gloves and restitched, misshapen balls. The diamond itself, lying alongside the ocean, presents many hazards. In times past a brawny batter has hit the ball to deep right field, forcing the outfielder to step through salt-water puddles in pursuit.

The Chileans play our game with a spirit of brotherly love which would have driven the competitive Ty Cobb to distraction. Instead of the umpire-baiting professionals we are familiar with in the United States, here the players have warm embraces for everybody on both sides before and during the game.

The Chilean's love of independence on the bases also shakes us up. Once the Chilean does get on base, the coach can't keep him put, and the runner will tear hell-bent for the next base at the first opportunity. All this base-stealing —coupled with catchers' errors—results in scores in the 20's.

Despite these hindrances, though, we struggle forward with an enthusiastic Chilean team yelling "here we go" in broken English.

At times, however, in mortification over the mishaps we see, we are reduced to repeating the immortal words of the urchin who sobbed on confronting Shoeless Joe Jackson in the Black Sox World Series Fix, "Say it isn't so, Joe."

A Buyers' Club

Dick Meyer of Red Wing, Minn., received a B.S. from the University of Minnesota and worked for two years with the Federal Land Bank System of Minnesota. He is now working in the YWCA project in Santiago, Chile.

By Dick Meyer

The work undertaken by some of the YWCA Volunteers could be classified as social work with the objective of helping the *pobladores* (slum-dwellers) learn to live together better and improve their social well-being. Other Volunteers are working in areas with the objective of improving the economic situation of the *pobladores*.

The formation of a chicken-raising club by Ida Chambliss (Roba, Ala.) would fall into this latter category. Eggs and broilers cost so much that they are considered almost luxuries. A chicken program can help to provide some of the much needed protein in the unbalanced diets.

Pat Hannah (Sturgis, S.D.), a physiotherapist, is working with handicapped children, who because of her work, should be better able to compete with the nonhandicapped. Through her efforts, perhaps more children will leave the confines of their homes and attempt to lead nearly normal lives without feeling shameful about their handicaps.

My wife, Carol, and I recently surveyed some families in the YWCA program to determine their buying habits and their interest in a consumers' cooperative. With the survey results, Carol will attempt to improve the educational aspects of the mothers' clubs so that they might learn how to improve their menus and buying habits. This involves the difficult task of attempting to change age-old customs and habits of a people who are not always eager to change just because a gringo tries to show them how to improve themselves.

I am organizing a "Club de Compras" (Buyers' Club) on the basis of the favorable response to the questionnaire. The big problem is in evaluating whether the "yes" responses shouldn't really be "maybe" or even "no." The Buyers' Club will try to provide consumers' goods at low prices and to give education in co-ops with the hope of forming a real consumers' co-operative later on.

Agriculture, Cooperatives - Chile

The Vegetable Plan

Tom Scanlon, of Dunmore, Pa., graduated from Notre Dame in 1961 with a B.A. in English; he earned an M.A. in English the same year from the University of Toronto. He went to Chile with the first group of Volunteers, and he worked with the Institute of Rural Education in basic education and community development among field laborers and small farmers. He tells here of an Institute team's project in forming rural co-operative organizations. Scanlon is among the Volunteers who completed service this summer.

By Tom Scanlon

Rupanco, 600 miles south of Santiago, is the site of the Hacienda Rupanco. It is one of the largest ranches in Chile, having an area of more than 150,000 acres. A dilapidated building lent to us by the hacienda was our headquarters in the area, and around an old wooden table in the kitchen we discussed the project as it progressed.

Hacienda workers, the *campesinos*, at Rupanco live in seven colonies—houses and small workshops in little clusters three to five miles apart.

The co-op was formed with laborers from six of the seven sections of the hacienda. My role in the formation of the co-operative in Rupanco was a small one. Among the 750 hacienda laborers there, many persons had spoken of co-operatives before. Two had been formed but they were small, only slightly effective, and had lacked legal structure. I was invited by a schoolteacher to talk to the consumer co-op group she was forming among 30 members of the mothers' club in the hacienda school. There we encountered a problem of numbers. Legally, 100 persons are needed to start a consumer co-op in Chile.

I took the problem to Don Tito Steffens in Valdivia, 100 miles north of Rupanco. Don Tito is one of the leading Chilean authorities on co-operatives. The solution he offered was logical but too sweeping for me to have dared imagine. He advised us to form one large co-operative for the whole hacienda, and he offered to travel to Rupanco to implant the idea among the local leaders.

Don Tito came on a holiday, and we assembled everyone interested in the co-op—teachers, bosses, and workers. Don Tito talked for two hours with these community leaders, congratulating them on what they had accomplished so far and pointing out some shortcomings of their previous efforts. He convinced them that a co-op made up of all the workers on the hacienda was perfectly possible.

The advantages were unquestionable, but there were doubts that the people could democratically control such a large enterprise. For the sake of the laborers and of the movement itself, Don Tito encouraged us to try.

One teacher suggested that the organizers begin teaching about co-ops immediately, so the laborers would become familiar with the idea. Don Tito agreed that this would be useful, but offered another suggestion: start with an actual experience in working together.

It was then that we came up with "Plan Hortaliza"—"The Vegetable Plan." If the Rupanco farm workers could organize and sell their produce in Osorno, a market town a few miles away, they could have more money for their own food budgets.

With assistance from the local government school for rural education, we planned the details. Plan Hortaliza called for participation of 20 farm laborers; altogether they would plant 2½ acres of vegetables each planting one-eighth an acre in his back yard. To facilitate the marketing process, we decided to plant only three crops: carrots, lettuce, and cabbage.

While Plan Hortaliza developed, using only a few of the workers on the hacienda, the initial group of community leaders, in the meantime, began the educational campaign for the larger co-op idea. Assisted by a teacher from the hacienda school and by the parish priest, workers elected a provisional directorate and began enrolling members.

By the end of the next month, we had found 20 good Plan Hortaliza prospects, whose land fencing and soil would enable them to carry on the project. We began working with them in the planting and care of the gardens.

Involved in the plan were many agricultural techniques new to the workers. We used nitrate and superphosphate fertilizers; seeds were certified, from a reliable source; weed-killers were used, and a disinfectant designed to blot out a disease which had ruined almost every cabbage crop the year before. Methods such as planting in rows with seeds good distances apart, then thinning later, were new to many of them.

Seeds Planted

In almost mid-winter we planted the seedbeds of cabbage and lettuce and distributed fertilizer and carrot seeds to the people. We made countless visits to each garden during the spring; checking seedlings and spraying.

In general, co-operation of the people was excellent. They followed religiously the norms we set down, and only occasionally did they hesitate. The carrots came up so beautifully that they thought

ENTERTAINMENT GRINGO STYLE is provided by Volunteer Leader Roger Marshall (Wrightwood, Cal.) to attentive audience of young and old.

PRINCIPLES OF PRESERVATION are taught by Volunteer Gerry Scott (right) of Sayre, Pa., at IER boarding school in Santa Ana.

STANDING BY to see that pig is moved in proper way is Larry Forrester (holding stick) of Oak Ridge, Tenn. Larry taught in *central* and helped to promote co-ops in forested lake region.

it was a shame to thin them and throw all those good plants away. One woman wouldn't let me near her carrots with the weed-killer. Another set aside the lettuce plants we gave her until the moon was in the "right" stage for planting. But in the main, they captured well the idea of the experiment, worked very hard to make it successful, and supplied information about the land and the climate which was indispensable to the project.

Working with them was pleasant. Our best tactic was to get the plump *señoras* giggling like school girls (which was not difficult to do) before giving them the news they had to plant their lettuce farther apart than they wanted to.

The men had only Sunday free for work in their gardens, so Sundays would find us handing out plants for transplanting when probably the men had hoped to rest. One man, after I'd given him a bag of cabbage plants, questioned my Sabbath activity by asking if I were a Christian. But this same man, after some rabbits had raided his cabbage patch, journeyed to Osorno to buy new plants so that I wouldn't see his garden looking miserable.

This was the kind of co-operation we received from the people. Mother Nature, unfortunately, co-operated less. In one section a frost wiped out the carrot crop. We seeded again. The lettuce seedbeds produced much less than we needed. Uncle Sam saved the day with $20 to buy lettuce plants. In almost every garden the cutworm arrived and sometimes destroyed more than half the cabbage before we could get there with DDT. Fortunately, our cabbage seedbeds produced so well that we replaced every destroyed plant without extra cost.

These events made for some bad days, but the people placed their trust in us and never complained of the difficulties.

Our hopes grew with the new plants. Soon in 20 different places in the Rupanco region there was a field of vegetables unlike anything seen there before. The project was already having an effect on the neighbors as they asked questions about the orderly rows of crops.

As everyone grew prouder, I began to worry. I remembered the story of a farmer in La Unión who produced many vegetables and was unable to sell them because of the tight grip which the large, year-round producers near Santiago had on the markets. We had 20,000 heads of cabbage, hundreds of thousands of carrots, and 40,000 heads of lettuce developing beautifully in the ground. I began to wonder how hungry the people of Osorno were.

Could They Compete?

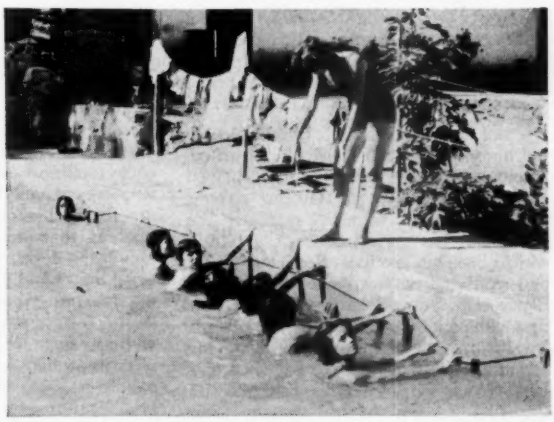
From the very beginning we had explained to our people that the project was an experiment. As far as the disinfectants, the certified seeds, and the fertilizer went, the project had been successful. Now came the crucial moment in the whole experience: was it possible for the *campesinos* to compete on the local markets with the large producers in Santiago? They needed our help at this more than at any other moment; and almost all the members of our team rallied to spend some days in December helping them locate the market and devise marketing procedures.

On the morning of our first try at selling, we packed 1500 heads of lettuce in the Peace Corps Jeep and another vehicle. The *campesinos* had done the picking in the early morning dew so the lettuce would arrive as fresh as possible in Osorno. Several workers went with us to help make the sale.

Two o'clock that afternoon found us standing in the rain in the farmers' market in Osorno. Our spirits were low. Large quantities of lettuce had been

UNDER THE HOOD of vehicle at *central* near Rancagua is Tom Paulick (Chicago), who taught driving, mathematics, geography, and English.

YWCA SUMMER CAMP near town of Olmue saw Volunter Carol Ullom (Glendora, Cal.) giving lessons in swimming and other sports.



delivered to grocery stores at a good price, and some had been sold at the farmers' market, but at least half the lettuce was unsold. Since no one shops in the afternoon, there was nothing to do but send the discouraged people back to Rupanco. We took some of the lettuce to the Jesuits' home and went to a restaurant for a snack.

We had learned a great deal that day. Although our lettuce was better and fresher than that shipped down from the north, it was still too young and needed to form a better head. We discovered that it was easy to undersell the big producers. Their lettuce sold at 100 pesos a head on the local market. (In September, 1962, 100 pesos equalled about 9 U.S. cents.) Because we paid little freight and no intermediaries' commissions, we could sell at 50 pesos a head and still make a sizable profit.

Before giving up and taking the unsold lettuce to charitable organizations, we made one final try at selling it. Earlier in the day I had taken a basket of lettuce and tried to peddle it in a shanty-town. The reply from inside each box-like, windowless house had been cordial but discouraging. "Sorry," the voices all said, using the same expressions. "There's no money here." After hearing this repeatedly, I asked when there would be money. "Tonight," they said, "the boss arrives with his pay."

Gringo Sells Lettuce

Perhaps the boss might want to buy, we thought, so we returned to the same little settlement that evening. My companion hawked from the Jeep and warded off the children crowding around to see a *gringo* selling lettuce. I took a basket and started peddling through the streets. In five minutes I was sold out. Two hours later, we had sold all the lettuce.

This experience was the most important lesson of the day. We sold cheaply—three heads for 100 pesos. At this price we not only made a substantial profit for the *campesinos*, but we also made vegetables available to people for whom they are too expensive at the usual market prices. When the *campesinos* can produce for the local market, the poor people in town are supplied with food at prices they can afford.

Later sales went more smoothly as we put into practice what we had learned. Radio and press advertisement helped educate the people of Osorno to our presence in the farmers' market. We found out the arrival time of the train which brought produce from the north, and we timed our own sales accordingly. Every trip meant the discovery of new possibilities for sales, and the *campesinos* became more and more adept at taking advantage of the already established outlets. When we arrived in Osorno with the first carrots of the season, our vehicles were swamped with clamoring housewives. After that, sales ceased to be a problem.

By the time half the crop had been sold, the plan was already a financial success. Among them, the workers had made 600,000 pesos. Their original investment had been 7500 pesos apiece. When compared with the minimum daily wage for farm workers of 700 pesos, these profits represented a substantial increase in their yearly income. One woman told me she paid her yearly taxes on her small farm from the sale of her lettuce alone.

Long Market Days

The people had depended on our help constantly until our work with them had settled into a routine—a trip to Rupanco the evening before a sale, a nap on the floor in sleeping bags, a drowsy walk to the market at dawn, greeting the workers in the morning fog, spending a long day selling, taking a midafternoon meal in a dingy restaurant where we reviewed the day's sales, making the weary trip home to our village. Sometimes it was a 17-hour day with very little time out for meals.

The question we outsiders began asking ourselves was whether our project had been a success in community development. Had the *campesinos* learned what they could do to help themselves, or were they totally dependent on our assistance? Their participation in the plan had been constant. The fact that we worked side by side made them work harder. Making plans, however, was another thing; and when we called a meeting of all the participants in the plan, we knew we were approaching a crucial moment. Would they take the idea as their own, or would they thank us very much and say it was a shame we wouldn't be around the next year to do the same thing?

At an early meeting, after the first market trip, the people had given us cause for concern. Naturally shy and nervous in the strange surroundings, they responded very little, accepted their first dividends and went home.

Later on, I returned for another meeting with them. Now came the moment of truth. This time, they were well-acquainted, and enthusiastic about the money they were making. Besting each other with anecdotes about their experiences selling, and comparing notes on what vegetables the customers were asking for in the markets, they made suggestions to better the plan in the coming year. I had a hard time getting a word in. Finally I managed to present the two most pressing problems of the day. The next marketing had to be without our Jeep, and the marketing after that had to be carried out completely by them and their representatives. I was returning to Santiago.

Three days later the *campesinos* rented a truck for 15,000 pesos, took the vegetables to Osorno, and cleared 150,000 pesos the following day in the market. What remained unsold, they carried to a friend's house near the market. Two of them stayed over to sell the following day. As they rushed about their business, I began to feel like an extra thumb; and when one *señora* picked up a huge bag of cabbage and walked by me as I was struggling to lift a smaller sack, I decided I wasn't needed any more.

Unfortunately, the hacienda co-op found itself in a precarious position. It aroused widespread enthusiasm at first and more than 250 hacienda workers bought a total of 1000 shares of stock in the enterprise. This amounted to about $750 before recent inflation. Then the co-op ran into trouble in the maze of Chilean bureaucracy.

One ministry delayed four months in giving approval for the *co-operativa campesina*. Owners of the hacienda were unwilling to allow laborers to establish their co-op in competition with the company store. While suffering these delays, the *campesinos*' money lay dormant, and lost over 30 per cent of its value by inflation.

Although it will be years before we can be sure, I think some useful community-development work was done in Rupanco last year. Our methods diverged sharply from the customary but resembled those which other teams used effectively in other parts of Chile at the same time. We call it "result-demonstration" and it consists not only of demonstration of new grasses or good seeds but of projects which show that with new techniques, a spirit of co-operation, and a little extra work, the *campesinos* can do things they have never dreamed of.

Waking Campesinos

Our adventure has been to accompany a few of them in act and all of them in spirit in the initial steps they are taking toward a better life. In this, we have had the privilege to work with educated Chileans who believe in these people and have dedicated themselves to waking the *campesinos* to their possibilities as human beings. Of all my experiences in Chile, none have been so inspiring as listening to an educated Chilean who understands the underprivileged poor in his own country.

Perhaps our adventure serves not only ourselves and the *campesinos* but our country as well. I believe that it does and said so in a farewell to the group. I told them it was experiences such as ours that proved the Alliance for Progress to be a sound ideal—that although we are very different, we *can* work together for the economic development of Chile and the preservation of liberty in Latin America.

More Job Opportunities for Returning Volunteers

Here is a partial list of additional opportunities available for returning Volunteers. The Division of Volunteer Support will periodically issue to Volunteers returning in 1964 bulletins containing complete lists of career opportunities.

The Peace Corps Volunteer Career Information Service is now under the direction of Robert Calvert Jr., formerly manager of the Student and Alumni Placement Center of the University of California at Berkeley. He has done placement work at Hanover (Ind.) College and at the University of Illinois. He holds an Ed. D. in student personnel administration from Columbia.

Volunteers should direct all inquiries about career opportunities to the Peace Corps Volunteer Career Information Service, Room 404, 700 Jackson Pl., Washington, D.C. 20006.

Education

Stanford University, Center for Comparative Education, has established two research assistantships for graduate study in developmental education for returning Peace Corps Volunteers. The assistantships provide a stipend of $3000 each. Applicants must have a master's degree and superior employment records in their native land and in a foreign culture. The program, leading to a Ph.D., requires two years of advanced study in social sciences, language and professional education, and a third year of research in human-resource development, usually overseas. Write Paul Hanna, Director, Comparative Education Center, Stanford University, Box 2329, Stanford, Cal.

Harvard University, Graduate School of Education, has set aside three tuition scholarships of $1760 each for returning Peace Corps Volunteers for the academic year 1964-65. Applicants whose financial need exceeds the tuition scholarship will be considered for additional scholarship and National Defense Education Act aid.

The Master of Arts in Teaching Program is offered for those interested in teaching in secondary schools. Other graduate programs, leading to either master's or doctor's degree, are offered in guidance, elementary education, human development, administration, history, philosophy of education, research in instruction, and educational measurement and statistics. The deadline for applications is Mar. 1, 1964, but interested Volunteers should apply well in advance because of the difficulties in obtaining transcripts, letters of reference, etc. Write to Director of Admissions and Financial Aid, Graduate School of Education, Harvard University, 118 Longfellow Hall, 13 Appian Way, Cambridge, Mass. 02138.

Teaching

Bureau of Indian Affairs, U.S Dept. of the Interior, seeks returning Peace Corps Volunteers to teach in elementary and secondary schools in Alaska. Because of limited quarters and isolation at the posts, most of these positions are filled by married couples with majors in education. When both husband and wife are employed, the combined minimum entrance salary ranges from $11,412 to $15,268 a year, depending upon the applicants' qualifications. Entrance salaries for individual teachers range from $5706 to $8343. Round-trip transportation is paid from place of residence in the continental United States to post of duty in Alaska, provided the teacher remains for two years. Write to Bureau of Indian Affairs, Box 1751, Juneau, Alaska.

Columbia Teachers College is seeking returning Volunteers to teach in Kenya. Openings are available for eight experienced primary-school English-language teachers for assignment to teacher-training colleges. Qualifications include a college degree or a junior-college certificate plus teacher training, and at least four years of primary teaching experience. Opportunities are also available in teacher training at the secondary level. Positions include an education teacher-trainer, and a social studies teacher-trainer. A master's degree and teaching experience are required. Write Howard Funk, Teachers for East Africa, Teachers College, Columbia University, New York 37, N.Y.

Government

Job Opportunities in Neighborhoods, a special youth project being sponsored jointly by the city of New York and the U.S. Dept. of Labor, seeks returning Volunteers for a variety of positions. The JOIN program will serve some 20,000 unemployed school dropouts between the ages of 16-21, providing guidance and vocational counselling, testing, remedial work, vocational and on-the-job training, and job-placement services. The program will be administered through several neighborhood centers throughout the city. Positions are available for vocational counsellors, vocational psychologists, job development and training coordinators, testing specialists, secretarial and clerical personnel. Write to Harry Kranz, c/o Julius Edelstein, City Hall, New York 7, N.Y.

The President's Committee on Juvenile Delinquency seeks returning Volunteers to work in prevention and control of juvenile delinquency throughout the country. Positions are available for social-science researchers at all levels of skill; pre-school, elementary- and secondary-school teachers; neighborhood-development workers; social workers at all levels of skill; and youth-employment specialists. Opportunities are available in Los Angeles, San Francisco, St. Louis, Houston, Chicago, Minneapolis, Cleveland, Detroit, Syracuse, New York, Boston, Washington, Philadelphia, Charleston, W.Va.; Eugene, Ore.; and New Haven, Conn. Salaries are commensurate with professional skills. Write Sanford Kravitz, President's Committee on Juvenile Delinquency, Room 4440, Dept. of Health, Education, and Welfare, Washington, D.C.

Other Opportunities

Lincoln National Life Insurance Co., Fort Wayne, Ind., seeks a returning Peace Corps Volunteer to work with its Latin American accounts. The job will require visits to Latin America five or six times a year. Applicants must be college graduates and must be able to read, write, and speak Spanish fluently. Write Andrew MacDonald, Lincoln National Life Insurance Co., Fort Wayne, Ind.

Wallace Chicks Inc. is seeking returning Peace Corps Volunteers to work as farm managers in poultry-breeding-stock farms in Argentina, Brazil, and Colombia. Qualifications include a poultry background, business ability and language proficiency in Spanish or Portuguese. Write Juan O'Naghten, Wallace Chicks Inc., Box 11236, St. Petersburg 33, Fla.

Test Dates Set

(Continued from page 1)

can be set up in most parts of the world. Because of difficulties often encountered in finding satisfactory facilities, and delays which sometimes occur in the mails, candidates may have to travel considerable distances and even wait at the center beyond the scheduled testing date. Requests for testing at a foreign center should be received by the appropriate agency at least two months before the test date.

Coming test dates are:

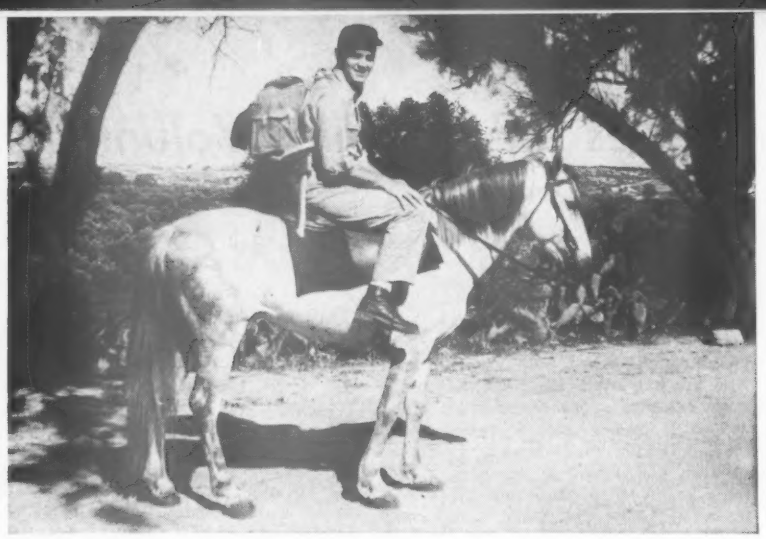
Admission Test for Graduate Study in Business—Feb. 1, Apr. 4, and July 11, 1964.

Graduate Records Examinations—Jan. 18, Mar. 7, Apr. 25, and July 11, 1964.

Law School Admission Test—Feb. 8, Apr. 18, and Aug. 1, 1964.

Medical College Admission Test—May 2, and Oct. 17, 1964.

Volunteers considering undergraduate study upon their return to the United States may have to take the College Board tests. These examinations also are administered by Educational Testing Service. College Board test dates are Dec. 7, 1963; Jan. 11, Mar. 7, May 2, and July 8, 1964.



Climatic contrasts create varied lots for Volunteers assigned to MOR

Volunteer Mike O'Donnell is from Jim Thorpe, Pa. He attended East Stroudsburg (Pa.) State College, where he majored in French and mathematics.

By Mike O'Donnell

Morocco is a complex of contradictions, we Volunteers were often told during training. In no way is this statement more aptly demonstrated than in the weather and climate here. The extreme north and west, fronting on the Mediterranean and the Atlantic Ocean, are composed mostly of beach areas with a pleasant, breezy climate. The Rif Mountains, a little inland in the north (the former zone of Spanish influence), and the Middle Atlas, the High Atlas, and the Anti-Atlas mountain chains, which run from northeast to southwest, provide a pleasant, alpine climate, complete with areas of perennial snow. On and around the Plain of Rabat, the climate is warm and humid. The Plain of Marrakech, on the other hand, is in summer very hot—but also very dry and therefore not completely unbearable. The extreme in heat—temperatures up to 130° F.—is to be found in the southern provinces, which have a Saharan climatic influence. The only respite in these provinces is in the coastal city of Agadir, the noted resort where a disastrous earthquake in 1960 killed 12,000 persons.

The variety of climate is a clue to the disparity of Volunteers' working situations in Morocco. Generalizations about jobs in this project are therefore next to impossible.

The 54 Volunteers in the project are surveyors, irrigators, or English teachers. We trained at California State Polytechnic Institute at San Luis Obispo, and after flying to Rabat, the capital, for eight days of in-country training, we split up for the first time on Feb. 20, 1963. The surveyors attended specialized training at the Royal Forestry School in Salé, near Rabat; the irrigators went to Marrakech for 10 days before fanning out to three southern provinces: Agadir, Ouarzazate, and Ksar-es-Souk; and the English teachers took up their posts at *lycées* or *collèges* (both are kinds of secondary school) throughout the country.

We surveyors spent two weeks at the forestry school. We were destined to work under the Ministry of Agriculture's Administration of Water and Forests, so we studied the life of the forester, reforestation, the conditions of Moroccan forests, and erosion control as well as topography and road construction. We took tours of nearby stands of cork oak (the cork industry is important to Morocco), and for three days we toured the Middle Atlas Mountains to acquire further insight into the forests and living conditions in and around them.

Break-In Period

On Mar. 7 we split up. The Waters and Forests Administration divides the country into seven *circonsciptions,* or regions, so we 14 surveyors were assigned two to a region for a break-in period.

Soon thereafter, Henry Rollins (Quincy, Fla.) and I found ourselves en route to two Berber villages named Trisal and Abachkw. We were part of a train which included a Waters and Forests engineer, district chiefs, technicians, and two *caïds,* local officials. The trip in took eight hours, partly by Jeep but mostly by mule. The journey between villages took us up to about 8000 feet and into snow drifts. At each village we were treated to a magnificent eight-course *diffa,* a festive meal. Evenings we spent watching singers and dancers while we drank mint tea, the national beverage. The whole 150-mile trip was new and fascinating—more so when you consider that neither of us had ever before mounted a mule.

Stateside training programs tend to create a group spirit which excludes outsiders, even the regular students at the training institution. The Volunteer is rudely awakened one day, after four months of close contact with Peace Corps friends, to find himself alone—really alone—and grasping for some inner fortitude to help him through the adjustment period.

Since early April, my working station has been at Aïn-El-Hjar, 24 miles north of the city of Essaouira (formerly Mogador) and seven miles from the ocean. I lay claim—unproved but unchallenged—to being the most isolated Volunteer in Morocco. I am 72 miles from the nearest Volunteer (a teacher) and 108 miles from my nearest surveyor colleague.

Aïn-El-Hjar is neither village nor hamlet but a stone forestry house, built in 1929. It is a double dwelling, one side for me and one side for Ahmed Azzuzi, 23, my Moroccan co-worker. Azzuzi (fashion here dictates that he be called by his family name) is a district subchief in the Waters and Forests Administration.

My work here began with me on the learning end. Since I had had a fairly sound background in both mathematics and French, I was able to acquire quickly the European methods of surveying and drafting. (My job requires a good knowledge of French, both in a conversational sense for social contacts and in a technical sense for the work. I am studying Moroccan Arabic, but progress is slow.)

OFF TO WORK is Volunteer Mike O'Donnell (far left), who writes below of his life as surveying instructor for Moroccan government foresters, 72 miles from closest Volunteer.

'PETITE RIVIERE' is no obstacle to Volunteer Beverly Bowie (Cumberland, Md.) as she assists young charge across stream during summer youth camp at Ifrane in Middle Atlas mountains.

PIPING PROJECT is overseen by Volunteer Mohammed Kahn (left center, hands on hips) of Ogden, Utah, as workers prepare pipes which will water fields and help prevent erosion.

ROCCO

After spending two months in the field and in my own office, I began to teach the trade (the primary reason for our being here) to the Moroccan forestry staff. The long-range plan seems in general to consist of much the same thing: my acting as surveying and drafting instructor to small classes of men in the forestry service.

Working With Compass

The surveying here consists for the most part of working with a *boussole forestière* (forester's compass), a European instrument equipped to tell slope, distance, and deviation from magnetic north in grades. (The English system has 360 degrees in a circle while the metric system has 400 grades.) The information, gathered in a field notebook and transcribed on a map or a plan, then describes a forestry perimeter for the purpose of finding the area, its scaled size in relation to adjacent terrain, and a general idea of the topography.

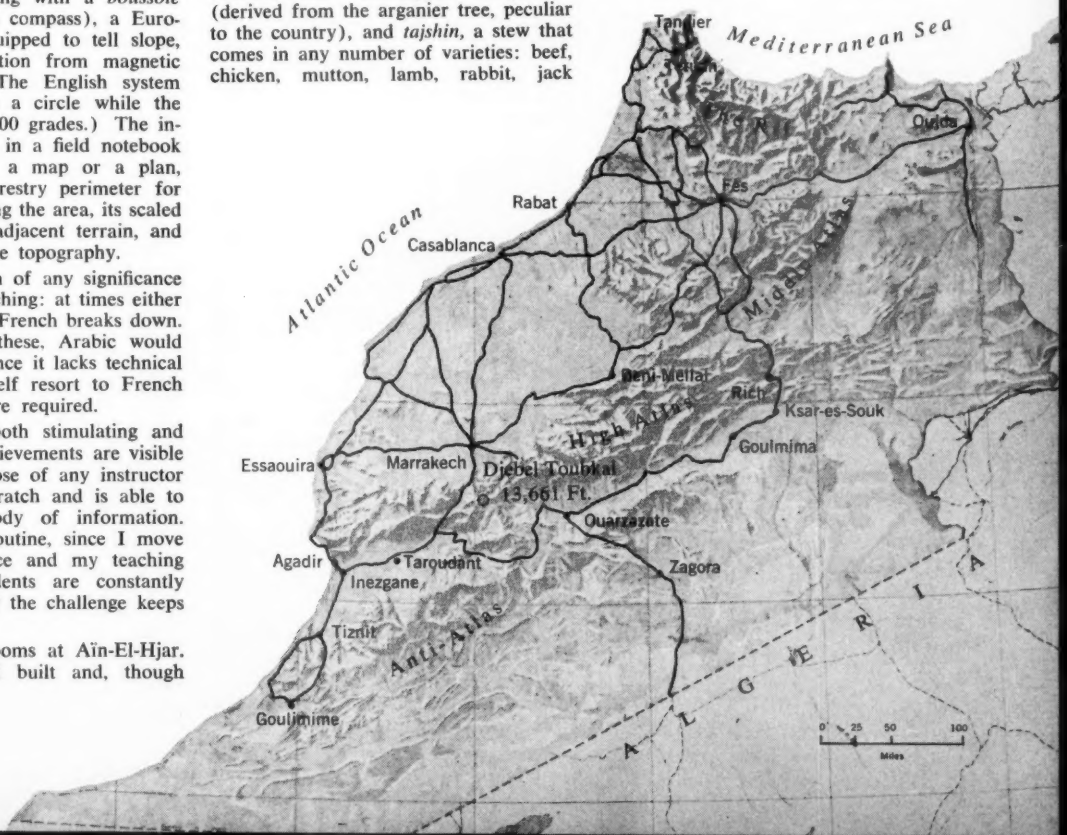
The only problem of any significance that I face is in teaching: at times either my or my students' French breaks down. On occasions like these, Arabic would be no help at all since it lacks technical terms and must itself resort to French when such terms are required.

I find the job both stimulating and rewarding. The achievements are visible and are akin to those of any instructor who starts from scratch and is able to communicate a body of information. There is no real routine, since I move from place to place and my teaching sites and my students are constantly changing. This way the challenge keeps renewing itself.

I occupy four rooms at Aïn-El-Hjar. The house is well built and, though sparsely furnished, very comfortable. My conscience troubles me because I don't live in the proverbial Peace Corps grass hut.

To the range of culinary delicacies ("cat meat to sheep intestines to fish heads") mentioned in the *Time* article on Sargent Shriver and the Peace Corps, I feel that I can go two better with delights I have eaten: bone marrow and sheep eyes. I also have tasted such tantalizing specialties as fresh honey and butter mixed, bread dipped in argan oil (derived from the arganier tree, peculiar to the country), and *tajshin*, a stew that comes in any number of varieties: beef, chicken, mutton, lamb, rabbit, jack rabbit (decidedly different flavor from ordinary rabbit), turtle dove, pigeon, pheasant, turkey, duck, camel, and goat.

I have made many acquaintances and several close friends. The people here are the warmest I have ever met, accepting me—a stranger and a foreigner—into their homes. Though they know little or nothing about the Peace Corps and its ideals, they do know that I am American



and that I have come here to live and to work. Their view makes me feel a great responsibility about my personal conduct. I am as much of America as most of these people will ever see. Thus the opinion they form of Americans must, I feel, narrow down to a generalized opinion of me.

Since I am an instructor, I divide my time between teaching technical skill and achieving personal contact; that is, I try to accomplish both ends at once. Although the work and the Peace Corps life have not radically changed my personal philosophy, the experience of living alone in a foreign country certainly has. I have learned not to be in a mad rush to get things done and not to become frustrated over an initial lack of communication. On the positive side, I have come to realize what an enlightening exeprience life can be, even in the strangest of settings, if one just stops occasionally to appreciate it; what a wealth of study in human nature is to be found in this, a complex Arab society; to what degree one comes to know oneself (results aside) when one lives in a situation which demands periodic isolation.

The other Peace Corps surveyors in Morocco have run the gamut of projects: from surveying forestry perimeters and drafting plans to tracing roads and laying out terraces to prevent erosion; from planting trees and cutting them for market to taking photographs for the official files.

Most surveyors reside, when not camped in tents in the field, in stone houses somewhat like mine. Their locations vary from the mountainous north and center to the Rabat plain and the coastal regions. With the exception of Dave Humphreys (Sacramento, Cal.) and Arthur Catlett (Burlington, N.C.) in Oujda and Hal Hill (Dublin, Ga.) and Don Stewart (Thief River Falls, Minn.) in Beni-Mellal, the surveyors work alone.

Volunteer Curt Comstock (Midland Park, N.Y.) reported in a note to *Harka,* the Peace Corps/Morocco newsletter, that he finds "a deeper purpose" in his work when "I shake hands with a pick and shovel."

Check Dams Built

Besides carrying out the technical aspects of his work, he has inspired the men of his *chantier* (project) to build check dams to prevent erosion. In his off hours, Curt taught English to a class for teachers from the local school. Serving as *coiffeur* (barber) from time to time and helping to bake bread in earthen ovens have provided him with meaningful experiences, Curt says. He concludes that "one must separate oneself completely from material influences in order to better appreciate his job and less fortunate friends."

At Tetuán, up near the Mediterranean, Denny Mullen (Piedmont, Cal.) has had the good fortune to further his skills by working with an administrative draftsman. Denny speaks mainly Spanish (Tetuán used to be in the Spanish zone of Morocco) and relates that he has taken quickly to local ways, even taking part in the evening *paseo,* or promenade, on the main street.

Throughout our training at Cal Poly, we were told that the irrigators would face the hardest problems once overseas. This proved to be truer than anyone had imagined. Once having finished in-country orientation, these irigators became part of a Moroccan effort to raise the standard of rural living through reclamation of arid wasteland by irrigation—a program called "Promotion National" under l'Office National des Irrigations. The Volunteers soon discovered that their duties were less defined than those of the surveyors and the teachers. To a great extent, the irrigators have had to rely on their own initiative to find work. Even the assistance of the Peace Corps office in Rabat has not solved their problems. The Volunteers' skills are needed; but they have had to seek ways to apply them in digging wells, laying pipelines, and helping out on irrigation projects already under way.

Tie-ups in regional projects soon led the irirgators to combine their efforts. With this idea in mind, Volunteer John Brown (Cycle, N.C.) left his station in Rich to join Clement Metzger (Leipsic, O.) and Richard Harris (Novelty, O.) in the larger town of Ksar-es-Souk, to the south.

In Zagora, Martin Jolles (Ithaca, N.Y.) and Lee McMurry (Kelso, Wash.) found a variety of projects, mainly concerned with locating and transporting water, an elusive and precious commodity in the Sahara. To dig the wells to supply it and culverts to move it, they will have to draw plans, make a list of materials, make a field survey, and supervise the job. The onset of summer, however, forced McMurry and Jolles to migrate "north," to Ouarzazate.

Also in the deep south, at Skoura, were Volunteers Jerry Macy (Columbia City, Ind.) and Doyle Caterton (Riviera, Tex.). They, too, moved to Ouarzazate because heat made their jobs impossible. They had already impressed their *caïd* (the administrator in charge of a district) by building several pipelines, one of them nearly a mile long. They made the surveys and then supervised the job.

In Goulmima are Charlie Tesar (Fort Worth, Tex.) and Stanley Surriner (Thomsonville, Conn.). Tex investigated the possibilities of a weather station but found it unnecesary because in Goulmima "it's always hot and dry, with frequent dust storms." Undaunted, Tex, with Stash helping out, tried making green his patch of Sahara by planting cotton in North Texas fashion. This experiment, too, failed and for the same reason as his first one: no water. Things may yet blossom in Goulmima, however, as Clem Metzger has now moved there with a pair of rabbits.

Beginning in Midelt, moving to Itzer, and finally settling till summer in Ksar-es-Souk, Tim Smucker (Lake Forest, Ill.) and Bill Campbell (St. Johns, Mich.) ran into wheel-spinning and little else. With their arrival in each location, available work seemed to slack off. With the advent of summer heat, though, Smucker and Campbell joined Rich Harris and John Brown in going to the province of Marrakech with the hope of finding work there.

'Commuting-est' Volunteers

In Agadir province are to be found the "commuting-est" Volunteers, Bob Domka (Anaheim, Cal.) and Bruce Bilyeu (Wolf Point, Mont.). In moving from Taroudant to Tiznit to Goulimime to Inezgane in search of work, Domka and Bilyeu have established partial homes in each place. Dan Ellison (Monrovia, Cal.), more of a homebody, has used Taroudant as his base. The three are working as a loose team in mapping river beds and calculating water flows. Their work is designed to prevent the disastrous flooding that has occurred in the south in recent years. Specifically, this means profiling the rivers, studying high-water tables, and using the two computations to determine the locations of dams.

Kurt Shafer (Chatsworth, Ill.) and John Schaeffner (Bonners Ferry, Ida.) began work and have stayed in Erfoud.

PEACE CORPS GOAL was scored by Volunteer "Ali" Kahn (at left) during soccer match in Agadir; Kahn, born in Pakistan, impresses Moroccan friends with fluency in classical Arabic.

LABORING ON CANAL to irrigate farmlands near Timsgit are (foreground, light hats) Volunteer shovelers Clem Metzger (Leipsic, O.) and Stanley Surriner (Thompsonville, Conn.).

The program there is an economic regional-development project, and they are assisting in studies of available resources.

The story of the Volunteer teachers is mainly a geographical tale: they are spotted from Oujda to Casablanca, and from Tangier to Agadir. Like the irrigators, the teachers had job problems. They were patient but persuasive in building up to full teaching schedules of 20 or so hours a week. From a job standpoint, the teachers were fortunate that they did not actually have to find their jobs.

Generally, the teachers were faced with a shortage of class materials. For his conversational English class at a *lycée* in Fès, Dave Harris (Colorado Springs, Col.) had to adapt the laws of the astronomer Kepler dealing with planetary motion.

In Tangier, Ann Lynn (New York City) doubtless had the most variety in her schedule. She taught part-time in three *lycées* and conducted classes for the police and for airport personnel. The advantages of living in Tangier include a view of Spain on clear days, Ann says. Spain is 20 or so miles away, across the Strait of Gibraltar.

Our man in Khouribga, David Espey (Elmira, N.Y.), is the Volunteer responsible for editing and mimeographing the monthly newsletter, *Harka*. Were it not for this effort, we Volunteers would be left with only Administrative Circular Letters as a source of information. Furthermore, this article has in large part been gleaned from *Harka*, and I here acknowledge my thanks. Dave is aided in his work by Maureen McManus (Gibson Island, Md.), who teaches in Rabat and is one of our foremost Arabic students.

Summer plans varied widely among the teachers: some taught English; some prepared English materials for the Bureau of Tourism; some worked in a children's hospital; some worked for the Youth and Sports Organization; some worked in a summer camp; some worked with a United Nations community-development project; and one teacher revised his *lycée's* English program.

Peace Corps/Morocco 1 is, at the very least, typical of projects everywhere in that it has suffered its share of work shortage, partial success, entanglement in red tape, and so on. But these negative factors have been in the minority—a minority interwoven with success in personal contact at the grass-roots level; with the satisfactions of having transmitted technical knowledge to Moroccans who will do the job when the Peace Corps is no longer here; and with the firm realization that we are here as part of a growing community of goodwill ambassadors to the world's developing countries.

Kennett Love, a former New York *Times* correspondent now working as a Peace Corps project evaluator, likened the project here to a rocket ship. He equated the slow start of the work here to the moments following the triggering of a launching, noting that a disproportionate amount of fuel is expended to overcome inertia in lift-off. Once in motion, though, the rocket moves more easily, permitting a more efficient use of fuel—or, as in our case here, human effort.

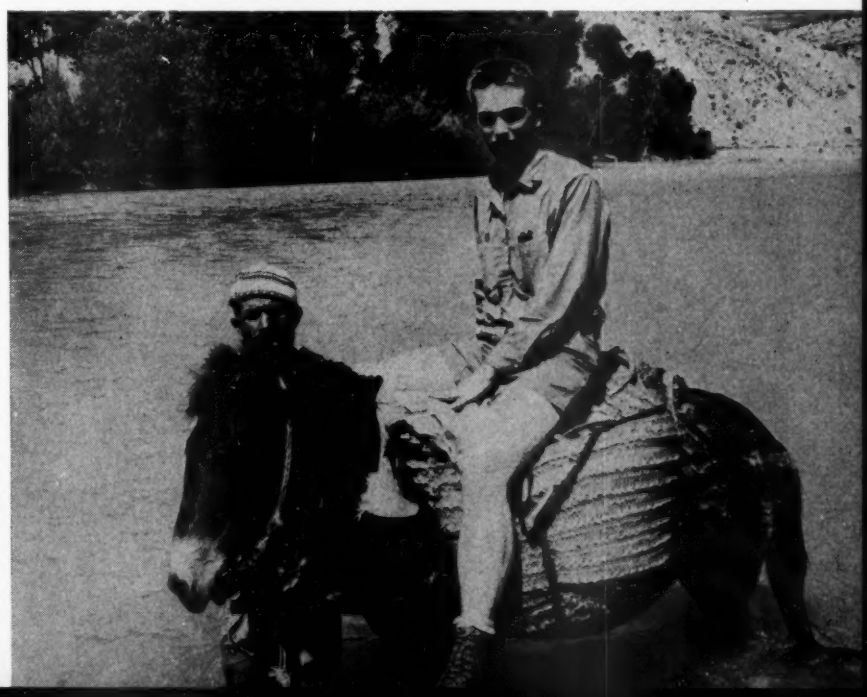
This is where we are now: clear of the ground and on the way to a smooth, efficient, and productive journey. This is not unwarranted optimism. This is firm conviction based on solid preparation, on an intimate knowledge of the persons in service here, and on the very *raison d'être* of the Peace Corps.

Shortly after arriving in Oujda, Volunteer teacher Nancy Galvin (Charlestown, Mass.) sought out a *hammam* (Moroccan bath).

"Surrounded by other women and by children [she wrote], one begins in the cold room, moves to the hot room to scrub oneself with a stone, a short rinse again in the cold chamber, soaping in the hot room, a rinse, and out to an assembly room. I felt better than I ever have. I plan to go back again tomorrow. It's the best place to meet Moroccan women."

—M. O'D.

HEADED UPSTREAM on River Molouya in Middle Atlas range is Volunteer Kenneth Dethman (The Dalles, Ore.), astride mule carrying baskets of fingerling trout for deposit in upper reaches of river.



A Volunteer Finds Work

Edward Ende of Carnegie, Pa., graduated from high school and attended St. Francis College and Duquesne University. When he joined the Peace Corps, he was working as a clerk in an insurance office. The Andean Mission, which he mentions in his article, is a community-development organization working with the Andean Indians of several countries. It is nonreligious and is supported by United Nations agencies.

By Edward Ende

I arrived in Ecuador on Aug. 8, 1962, eager to begin my work with the Andean Mission as a community-development worker. Although I wondered from the beginning why I had been selected for this project (I had no particular manual skill; I knew little about farming and less about carpentry and plumbing), I was assured that there was "a place for everyone."

Once in the country, I discovered that if this were true, some Volunteers would have to find their place themselves. Who was to blame? The organization, for not having the job for me? Me, for not having the skills needed for the job? The Peace Corps, for selecting me? Actually, the question was not: "Who is to blame?" but rather: "What am I to do for 20 months?" I can recall the Mission director's words. "Ed, we don't know what we are going to do with you" and my reply, "I will go anywhere and do anything, if I can do it." I was sent to Ambato to build a road. I have never built a road in my life.

Unlike some other Volunteers who have built roads without experience, I never get a chance to try. For one reason or another, the road-building project never materialized. But I did continue working for the Mission, in Ambato, visiting communities and helping where possible. After two months, I had to decide on a pattern for my remaining months in Ecuador. Was I to continue with the Mission, doing little or nothing; or was I to venture out on my own and try to do something?

The former course would have been the easier. I could have remained with the Mission, even to this day, and not have heard a word of complaint—except from my conscience. But I chose the latter course. I realized that I might run into insurmountable obstacles, but I have always felt that the two years in the Peace Corps would only be as good or as bad as we made them. With this in mind, I looked for a job I could do.

Living in Ambato, a city of 50,000, I noticed that there was nothing for the children to do after school and on Saturday. Then I got an idea. I knew something about the Boys' Clubs of America, their work and ideals. We have a boys' club in my home town, and my father has always devoted time to it. I knew that in the U.S. these clubs, for relatively little money, could provide fun and companionship for many boys. I wondered if I could start one in Ambato. I wrote to the national office of BCA and asked for information (they gladly shared all with me). I then went to the Peace Corps Representative and asked for permission to work, alone, on this project.

The idea of a Volunteer working alone was at the time novel down here. For one thing, it threw out the window the concept of the Volunteer serving with a host-country co-worker. I am sure that the Peace Corps had reservations about my request, but anyway I received the permission.

With this permission, I felt it my duty to prove, for the sake of other Volunteers that some (not all) Volunteers in some situations could be trusted to work on their own and, on top of it, work effectively.

To make an already long story short, Ambato, with the help of the Boys' Clubs of America and the local townspeople, has a small boys' club, the first in Ecuador. It took a lot of work, but the result is rewarding.

If this story sounds egotistical, forgive me. I can only tell you my strong conviction that every Peace Corps Volunteer can indeed have a job to do. He should not be put off by the necessity of having to go out and find it.

REPLYING TO COMPLIMENTS directed to her at the dedication of the public library at Ogbomosho, Nigeria, is Volunteer Dorothy Hassfeld. To start the library, she enlisted support of Youngstown, O. (near her home town of Poland), and several community organizations united in the project. Some 3½ tons of books were collected; librarians weeded out as worn or useless about half those, and two clubs put up a total of $1500 for shipping expenses. After a year of cataloguing books and fitting out a building, the 3000-volume library opened. Chief N. D. Oyerinde, O.B.E., the Otun Shoun of Ogbomosho, thanked Dorothy and Youngstown.

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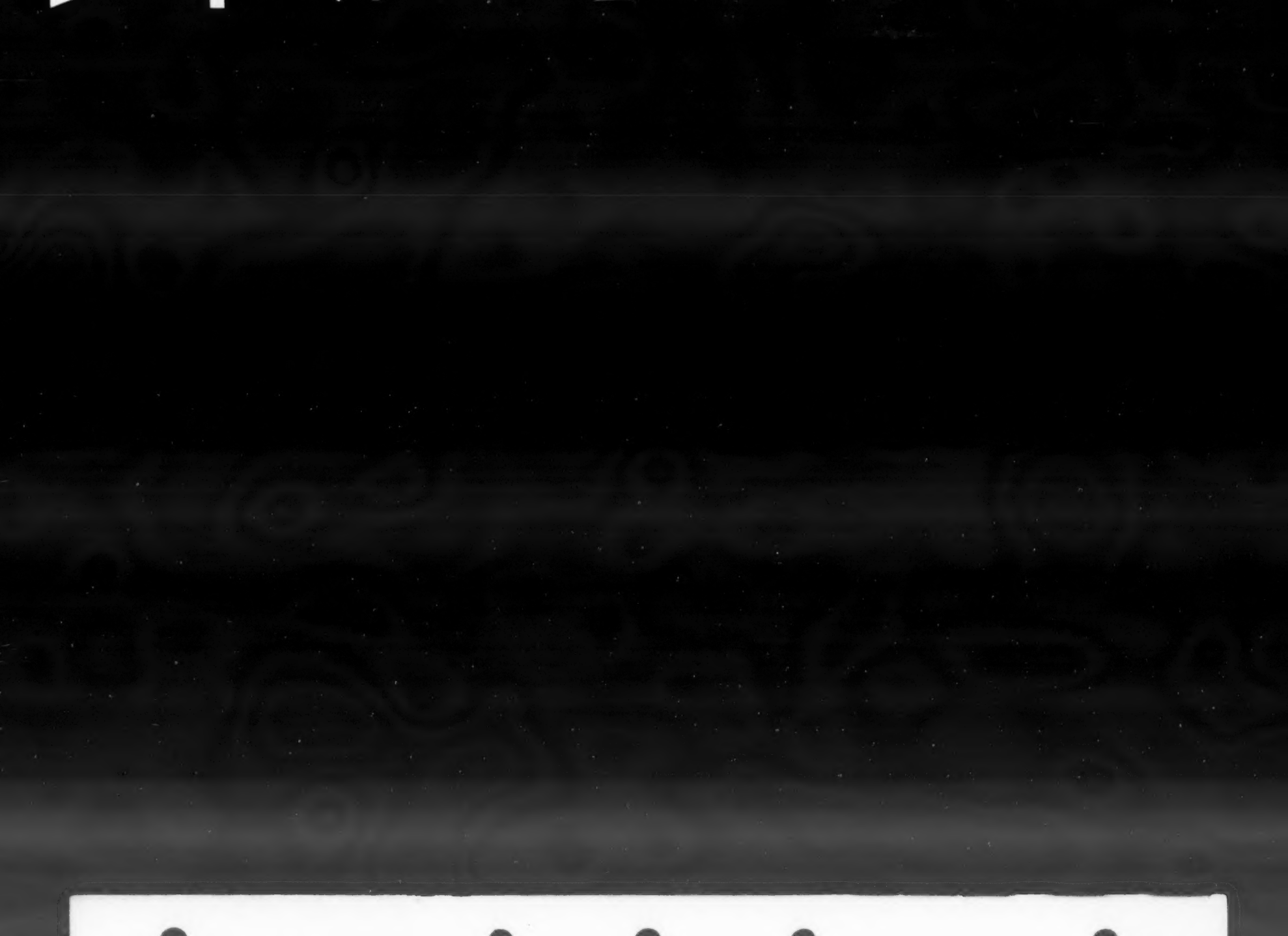
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